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ABSTRACT

A summary is presented of findings from a survey that sought to record the opinions of teachers and administrators in the Alaskan schools on key educational issues. Results of previous nationwide surveys are synthesized on the topics of teacher education programs, teacher certification, inservice teacher education programs, and incentive programs. Responses from Alaskan educators on important issues that will have an impact on teacher education and certification in their state are presented in the second section. The issues include: (1) attracting persons to the teaching profession; (2) teacher preparation; (3) teacher certification issues; (4) recertification of teachers; and (5) incentive programs. The final section offers statistical results and data analysis of a statewide climate survey. Graphs and charts depicting results are accompanied by narrative analysis of the issue under consideration and the educators' opinions. The statewide climate survey instrument is appended. (JD)

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ALASKA DEPARTMENT OF EDUCATION

TEACHER EDUCATION AND CERTIFICATION

CLIMATE SURVEY

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ALASKA DEPARTMENT OF EDUCATION

TEACHER EDUCATION AND CERTIFICATION

CLIMATE SURVEY

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EXECUTIVE SUMMARY

TEACHER EDUCATION AND CERTIFICATION
A SUMMARY OF RESEARCH

INTRODUCTION

In June 1983 the State Board of Education asked the Department of Education to review the status of teacher training and certification in Alaska and other states. This report summarizes the findings for use by the State Board in making decisions regarding future improvements in teacher training and the certification process in Alaska.

The research conducted by the Department of Education involves three major areas:

- Review of recent literature on teacher training and certification;
- Review of the status of teacher training and certification in other states;
- Research the opinions of Alaskan educational professionals regarding teacher training and certification.

The results of research related to each of the major areas will be summarized in the sections which follow.

Survey Design

Based upon the findings of the literature review and the status of teacher training and certification in other states, the Department of Education designed and developed a survey form to be used with teachers and administrators in Alaska to determine their opinions about key issues. The survey instrument consists of thirty-two statements outlining conceptual approaches to teacher training and certification. Respondents are asked to indicate whether they 1) strongly agree, 2) agree, 3) agree with reservations, 4) disagree with reservations, 5) disagree, or 6) strongly disagree with each statements. This six point Likert scale provides enough variability to allow certain statistical tests, while forcing the respondent to basically agree or disagree with the statements. A copy of the survey instrument is included in Appendix A.

To insure that teachers and administrators agreed with the survey finding, a DELPHI procedure involving two surveys was planned. The first survey provided a description of educators' initial reactions to the survey items. The second survey was intended to provide a double check on participants' agreement with the results of the first round of the survey. Respondents were given the teacher's and administrator's group averages for each item and asked to indicate their agreement or disagreement with each of the findings.

The first survey was mailed out to approximately 7,750 Alaska teachers and administrators in March 1984. 2,800 useable responses were received from educational professionals around the State. Of these responses, 2,511 were from teachers, 187 were from administrators, 49 were from teachers aides, and 53 were not coded for occupation. Both rural and urban school districts were represented in the responses. 585 rural teachers, 76 rural administrators, 1,810 urban teachers, and 109 urban administrators responded to the initial survey. Another 49 teachers aides and 171 uncoded responses were tabulated. Figure A provides a description of the geographical representation achieved by this survey.

Discussion of the Survey Results

The survey addressed a number of issues related to teacher training, initial certification, recruiting and alternative methods of certification/ training for teachers, competency standards, subject matter and skill area endorsement, and the role of the Department of Education and State Board in implementing changes. Below, the results of the survey will be summarized as they relate to each of these major areas of concern.

Teacher Training:

The results of the survey indicate that teachers and administrators in Alaska would favor increased emphasis in teacher preparation programs on:

- training in teaching skills
- evaluation of student teachers
- cross-cultural education
- rural isolated schools

Administrators and teachers also favor liberal arts training for teachers at both the elementary and secondary levels. Both groups agree that academic standards for entry into Alaskan teacher preparation programs should be set, including grade point average criteria.

The survey found general support for a system of program approval for competency-based teacher preparation programs. Such a system for changing and approving programs of teacher preparation should be accomplished through the cooperative efforts of the Alaska Department of Education, institutions of higher education, and local school districts, according to survey respondents.

Recruiting Teachers and Alternative Methods of Certification/Training:

Respondents indicate that they would like to see the Department of Education, University of Alaska, private institutions of higher education, and local education agencies take a leadership role in recruiting individuals to the teaching profession. Both teachers and administrators agreed that the Alaska Department of Education should earmark financial aid to highly able, full-time college students who are committed to teaching in Alaska schools.

Teachers and administrators support development of alternative approaches to certifying individuals who wish to enter the teaching profession with the proviso that they agree to participate in summer teacher training programs, fifth-year teacher training programs, or specially designed in-service training activities. The alternative method of certification would encourage recruitment of certain specialty fields into the teaching profession. Respondents support alternative teacher preparatory programs, but would not wish to see standards lowered.

Survey respondents also would continue the present practice of issuing two types of Letters of Authorization on teaching certificates, Type I or "Recognized Expert", and Type II or "Emergency". This practice is considered necessary, particularly in very remote rural areas, to allow school districts necessary flexibility in staffing. However, both administrators and teachers oppose the notion of seeking alternatives to the present Type A standard certificate which is valid in all districts. The Type A certificate allows teachers to freely move between districts in the State.

Initial Certification of Teachers:

Survey respondents would favor the introduction of academic standards, including grade point average criteria, for the issuance of the initial teaching certificate. They also favor implementation of testing and other evaluative procedures for assessing the capabilities of those wishing to become teachers and administrators in Alaskan schools.

Teachers and administrators would see the initial certificate screening process including assessments of communication skills, teaching skills, interpersonal skills, and management skills. Despite support for the general notion of assessing skills prior to certification, teachers oppose the use of teacher competency examinations as an important criteria for initial teacher certification. Administrators support the notion of teacher competency exams. All respondent groups agree that teacher certification should be limited to individuals who have completed a four-year college degree. They also agree that employment and competency standards should be uniform for all teachers and administrators in the State, regardless of district or region.

Teachers and administrators agree that initial teacher certification should include consideration of:

- training program admissions standards
- student performance in training program
- subject area competence
- teaching competence

Administrators support the notion of modifying the present policy which bases initial certification solely on institutional endorsement. Teachers are evenly divided in their opinions regarding the issue of institutional endorsement.

Teachers oppose the notion of a two-step certification process with employing district recommendation being the criteria for issuance of the final certificate. Administrators showed support for this kind of two-step process. Teachers may be concerned that evaluation of their competence by district administrators could be based on other factors than teaching ability.

Both teachers and administrators feel that the idea of issuing separate certificates for Rural and Urban teachers is without merit.

Subject Matter and Skill Area Endorsement:

The survey responses indicate that the Department of Education should establish specific credit requirements for endorsement of teachers in subject or skill areas. Further, the respondents would like to see the Department strongly urge districts to employ teachers in their areas of endorsement.

Certificate Renewal:

Respondents favor continuation of the present practice of requiring six credit hours, which can include up to three hours of nonacademic credit, as the basic requirement for renewal of an Alaskan teaching certificate. Teachers oppose the notion of basing the renewal of teaching certificates on successful completion of a Professional Growth Plan agreed to jointly by the teacher and administrator. Urban administrators tend to support this Professional Growth Plan, while their rural counterparts were evenly split on the idea. Teachers also oppose the idea of requiring coursework for recertification to be confined to teacher's endorsed area of responsibility or next logical career ladder step. Administrators tend to support the notion of requiring the six credit hours to be in the teacher's area of endorsement.

Although teachers favor the confirmation of skills prior to issuing the initial teaching certificate, they oppose the notion of assessing communication, teaching, interpersonal, and management skills for certificate renewal. Administrators show marginal support for such skill confirmation prior to certificate renewal.

Reciprocity, the State Board of Education and the Department of Education:

Survey responses indicate that Alaska modify its certification standards to achieve reciprocity with other states, while recognizing that internal needs of the State supercede other considerations. Teachers and administrators alike oppose the notion of the Department of Education screening prospective Alaskan teachers.

In terms of the Department of Education's role in the certification process, the strongest support seems to be for the continuation of the status quo. Teachers and administrators also support the addition of an advisory commission with cross-sectional representation of educators to aid in the process of developing and further refining teacher certification procedures. A separate State commission to license teachers met with mixed reactions from teachers and administrators.

Results of the Initial Survey

The results of the initial survey will be presented on the next pages. Each statement used in the survey instrument will be followed by the opinions of the responding teachers and administrators. Responses will be summarized for rural and urban areas.

Survey Statements with Significant Differences of Opinions

6: In addition to the GPA and academic standards noted above, the Alaska Department of Education should consider confirmation of communication skills, teaching skills, interpersonal and management skills, prior to issuance of:

a. Initial teaching/administrative certificate;

b. Certificate renewal.

16: The Department of Education should explore a two-step teacher certification process.

17: As a condition of qualifying for recertification, teachers and administrators should be required to take professional courses focusing only on their area of endorsed responsibility or next logical career ladder step.

19: Renewal of the standard certificate should be based upon completion of a Professional Growth Plan which will be signed by both teacher and employer. The Alaska Department of Education would develop general State minimum criteria for the Professional Growth Plan.

21: The Department of Education should explore the use of teacher competency examinations as an important criteria for initial teacher certification.

26: Although the Department of Education uses institutional endorsement solely as the basis for issuance of an initial teaching certificate, the Department should explore modification of this policy to meet the unique teaching needs of the State.

32: The State Board of Education should consider the establishment of a separate State Commission to license educators. Membership would be made up of practicing certified teachers, school administrators, and representatives from the lay public. This commission would have the full authority to handle all aspects of certification, including revocation.

FOREWORD

Since 1960, teacher education and certification have emerged as important issues in the State's educational structure. In June 1983, the Alaska State Board of Education directed that a study of teacher education and certification be undertaken by the Department.

After examining national trends, the statistical portion of this study was developed to explore the opinions of teachers and school administrators throughout Alaska on similar factors influencing the quality of teachers and teaching. These factors included the wide-ranging linkages of:

- Recruitment and selection;
- Competency-based teacher education;
- Certification standards;
- In-service education;
- Recertification of teachers;
- Control and management of the certification process;
- Reciprocity; and
- Staff assignments.

The fundamental role of certification in education is to protect the public interest. Protection of this interest can be accomplished by establishing that the educator possesses the credentials and skills necessary to function effectively in the school setting. The essential conditions for professional certification can generally be placed into three categories: The need for basic preparation in the science and art of teaching; subject-matter competence; and the demonstration of an acceptable level of performance.

The purpose of this Climate Survey was to give each professional teacher and administrator in the State an opportunity to express their individual opinion on specific matters relating to certification problems, needs and goals, and to structure a consensus of opinions from their responses. Coupled with the statistical survey is a synopsis and analysis of related national issues and trends.

It was not the intent of this study to devise a specific direction, but rather to establish a contemporary data base against which those charged with developing recommendations can compare their proposals against the realities of professional opinions throughout the State and national trends.

Charlie Mae Moore 1985

PREFACE

Introduction

"A Nation at Risk: The Imperative for Educational Reform", the 1983 report of the National Commission on Excellence in Education, depicted a growing trend toward mediocrity in the American education system and advanced a set of recommendations to reverse this trend, among them: more rigorous instruction; greater emphasis on math, science, and basic skills; more stringent requirements for entry into teacher training; and improvements in teacher education programs. One aspect of the problem that perhaps was not examined closely by the commission is the reciprocal relationship between quantity and quality of personnel--an issue which, in and of itself, may help to account for the educational bad news that has become a national concern.

Quantity:

Approximately 2,380,000 teachers are employed in the United States today. Of this number, six percent (or around 142,800) leave the profession each year. Although public school enrollments have declined in the last decade, census figures show that the school-age population will again begin to burgeon in the mid to late 1980's. Moreover, though the overall enrollment did decline in the 1970's, the number of students identified as handicapped increased. By the end of this decade it is estimated that the demand for new teachers to fill all roles will be 200,000 per year (National Center for Educational Statistics, 1983).

Among colleges and universities in the United States, 1,227 (or seventy percent) have teacher education programs. Most of these programs have been experiencing a gradual decline in enrollment. The number of new teachers who graduated from these programs was 313,000 in 1972-73, but only 141,000 in 1980-81 (Kluender, 1984). Among the nation's teacher education programs, approximately 698 are engaged in preparing special education personnel (Geiger, 1983), and one-tenth of all bachelor's degrees awarded in education in 1980-81 were in special education.

The overall supply of teachers produced annually is already four percent short of demand (American Association of Colleges for Teacher Education, 1983). The greatest shortages are in math, physics, vocational education, bilingual education, and special education. The most pressing needs reported by school districts are for occupational therapists; physical therapists; speech clinicians; personnel to work with students who are emotionally disturbed, behavior disordered, severely retarded, severely emotionally disturbed, multiply handicapped, visually handicapped, or hearing impaired; and personnel for special education in the secondary schools (Smith-Davis, Burke, & Noel, 1984; Schofer & Duncan, 1982).

These data demonstrate the reality that the current supply of qualified personnel does not meet demand, particularly in such important areas of instruction as special education. As the school-age population increases, as college and university enrollments in teacher education diminish, and as other job markets open up, insufficient numbers of personnel will become an even greater problem.

Quality:

In recent years (and, in most cases, prior to the report of the National Commission on Excellence Report), 85 percent of colleges and universities offering preparation in teacher education have initiated efforts to improve the quality of their programs by upgrading the curriculum (National Center for Educational Statistics, 1983), by lengthening the teacher education program to five years, and/or by expanding the clinical and field experience components of their programs (Kluender, 1984). Seventy-four percent of these colleges and universities have increased admissions standards (National Center for Educational Statistics, 1983).

In some instances, higher standards for teacher trainee admission, retention, and graduation have come about as a result of state requirements. Thirty states have passed legislation or mandates that require the use of a test for admission to teacher training and/or for certification upon completion of training; in twelve other states, planning is in progress for similar changes (Sandefur, 1984).

In special education, personnel preparation programs have been greatly enhanced in the past decade by these and other steps. Among the new strengths in preservice training programs in special education are greater emphasis on trainee acquisition of competency objectives, as evidenced by the trainee's ability to effect change in learners; greater collaboration with interdisciplinary professions and parents; and improved field-based training with clinical supervision and the measurement of performance objectives.

The Quandary:

Any limitation on numbers of available personnel promotes mediocrity because it limits selectivity. In special education, the already existing shortages are constraining selectivity in hiring. Indeed, "In special education, the most widespread solution to problems of personnel shortages and recruitment problems is the issuance of certificates to persons who do not demonstrate the preparation, experience, qualifications, and other criteria ordinarily used for certification. Up to 30 percent of the personnel in some jurisdictions are thus working with children with whom they have had minimal experience or preparation, and no jurisdiction is free of the need for provisionally certified personnel" (Smith-Davis, Burke, & Noel, 1984, P. 230).

The further impact of teacher tests, higher recruitment standards, competency-based credentialing, and other innovations introduces a further juncture where issues of quality and quantity converge. When teacher tests and stringent graduation requirements discourage marginal individuals from seeking entry into teacher training and the profession, these measures have been successful in their functions as screening and selection devices. However, it is reportedly possible, when occasioned by severe shortages of certain personnel, for officials to maneuver the competency criteria of a teacher test in the effort to ensure that some reasonable number of new teachers will pass it in a given year. In other words, competency expectations can be moved up and down to reflect supply and demand -- and teachers, like wine, will perhaps be said to have been produced in vintage years and bad years. (Smith-Davis, Burke, & Noel, 1984, P. 49)

Meanwhile, higher education must deal with the continuing decline in teacher trainee enrollment at the same time that it endeavors to raise its admission standards, the quality of its programs, and its graduation criteria.

A major factor in decisions not to choose a teaching career is the low salary level (Brederson, Fruth, & Kasten. 1983; Page & Page, 1982; Cresap, McCormick, & Paget, 1984). According to reports from the Bureau of Labor Statistics, Endicot, and the College Placement Council, beginning salaries for teachers with a bachelor's degree are lower than in any other professional occupation.

The depopularization of public education in politics and in the press also reportedly discourages many high caliber individuals from entering the profession. In 1969, 75 percent of respondents in a gallup poll said they would like their children to become teachers. By the time of the 1983 gallup poll, only 45 percent of respondents wanted their offspring to become teachers (Cresap, McCormick, & Paget, 1984). Out of the effort to rivet public attention on the mediocrity ascribed to public education, perhaps a self-fulfilling prophecy is evolving.

Under the prevailing conditions, higher education's potentially greater selectivity in admissions, retention, and graduation stands to further limit the available personnel who are and will be needed, and thereby limit the selectivity of employers. If we desire not only to have enough teachers but also to have good ones, higher education cannot be held exclusively accountable for both goals. Colleges and universities cannot alone guarantee a teacher for every vacant position in every school everywhere, as long as other factors create shortages of both trainees and teachers. What colleges and universities can and should guarantee are the incentives and conditions that will make education an attractive, lucrative, promising, and respectable profession. Until issues of quality can be disentangled from problems of quantity, the overall excellence of teacher education and its graduates will be impeded, and the tide of mediocrity in the public schools will continue to rise.

SOURCE: An Eric Digest on "Personnel Development in Special Education: Quantity versus Quality".

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SECTION I:

OVERVIEW OF TEACHER EDUCATION AND CERTIFICATION NATIONWIDE

Introduction

The quality of public education and, in turn, the quality of teachers and their education have received increasing attention over the past several years. According to recent surveys and reports conducted nationally, states are examining a wide range of issues concerning teacher education programs and state certification of classroom teachers. With the information and data presented in this Climate Survey, it is hoped policymakers will be provided with a base of information from which to make decisions in these areas so crucial to education and educators throughout the State.

This Climate Survey is divided into three sections as follows:

Section 1: Overview of Teacher Education and Certification Nationwide;

Section 2: Issues as They Potentially Impact Teacher Education Programs in Alaska; and

Section 3: Statistical Results and Analysis.

Teacher Education Programs

While there are declining numbers of students newly admitted into teacher preparation programs--with a 44 percent decline nationwide in the last decade, according to the National Center for Education Information Report (1984)--standards for these teacher preparation programs are receiving increased scrutiny. In most states the state board or state department of education establishes the standards for these programs. Other states rely on teacher commissions, boards of higher education, or institutions of higher education to set standards.

A recent development in this area occurred in July 1984 when the National Education Association (NEA) asked state legislatures to set up professional standards boards to certify teacher education programs. The NEA also proposed that these boards should provide for on-going education student evaluation with written and oral tests, observations, and lab and field experience. Furthermore, NEA suggested that legislatures promote stricter admission and graduation standards.

[REF: CLIMATE SURVEY QUESTIONS 30 thru 32 -- SECTION III]

The issue of who should be responsible for accreditation of teacher education programs is clearly important, for it has fostered debate nationwide. Some groups suggest external agencies, such as the National Council of Teacher Educators, should handle accreditation. It is not possible, however, to predict the outcome of the debate at this time, because the whole area of accreditation is in such a state of flux.

[REF: CLIMATE SURVEY 11 -- SECTION III]

Nevertheless, one form that this debate over accreditation and stricter standards for teacher education programs has taken is competency testing of prospective teacher candidates and competency testing at the end of teacher preparation programs. The Council of Chief State School Officers Survey (1984) noted that 38 percent (17) of the states report having some form of competency-based education in their teacher education institutes. The survey, indeed, indicated that twice as many states favor competency-based education compared to those who don't. And over half of the states (25) reporting in the survey have policies that permit institutions of higher education flexibility in this area.

States differ in their perspectives, however, on the purpose of competency-based teacher education programs. Some states consider screening of students with competency tests as tools for diagnosis and remediation, rather than as screening for prospective teachers. According to the Council of Chief State School Officers Survey (1984), virtually all states that have changed rules for teacher education have implemented a pre-admission screening mechanism before program entry or before student teaching.

[REF: CLIMATE SURVEY 2 -- SECTION III]

The concern with competency in education has developed to the point that two different philosophies are evident in the literature. One approach is using standardized tests to evaluate teacher candidates. This first approach has been adopted by many states, and several other states are now considering adoption of standardized tests in some form. The second approach is to use long-term interactive measurement devices to evaluate teacher candidates.

Possibly one of the most pervasive changes in teacher education nationwide has been the introduction of standards which must be met before students are accepted into teacher education programs. These minimum competency standards for admission vary from state to state. According to the Council of Chief State School Officers Survey (1984), 48 percent of teacher preparation institutions have a minimum GPA requirement of under 2.0. California, however, requires a 2.5 minimum GPA. Most states require that this minimum GPA must be met with a measurement of both math and verbal competencies. This screening of students in both math and verbal competencies occurs either before entrance to teacher education programs or before student teaching.

[REF: CLIMATE SURVEY 4 -- SECTION III]

Admissions requirements and procedures vary widely among colleges and universities training teachers. Some institutions of higher education admit students into teacher training programs in the freshman year, most as sophomores or juniors, and others not until graduate school. Some institutions require minimum Scholastic Aptitude Test (SAT) scores, while others don't even look at these. Some require passage of one or more tests measuring basic skills, content, or proficiency; others do not.

Some look at prior work experience with students; some want recommendations; and others use interviews to decide who will gain admission into their teacher training programs. Many colleges and universities preparing elementary and secondary classroom teachers don't require anything for admittance other than that the student be accepted by the admissions office of the college or university.

According to the National Center for Education Information's 1984 Report on Teacher Education and Certification, 65 percent of the institutions surveyed said they used interviews to determine whether a student would gain admission to the teacher education program. Prior work experience with children was an admission requirement for 40 percent of those surveyed. In addition, 60 percent of those institutions surveyed by the National Center for Education (1984) reported that they required admission tests before teacher education program entrance.

Some examples of state policies on standards for teacher education program admission follow:

- Alabama has an applicant screening interview, a qualifying GPA, standardized test scores, and an English language proficiency test.
- Kansas, a minimum GPA is required and basic skills testing.

- Iowa teacher candidates for certification must take competency tests during their senior year and have classroom evaluations during their first year of internship. Prospective teachers must take two exams for certification: a basic skills test to be given in their sophomore year and a proficiency exam given in their senior year.

- Florida requires completion of a state approved teacher education program and a required state examination covering reading, writing, math, and professional education.

- Nevada, in addition to a qualifying GPA, requires standardized test scores. It is currently reevaluating admission criteria with the possibility of requiring a minimum GPA of 3.3 by the second year of training.

- Oklahoma has a new state law requiring a minimum GPA, competency screening, and a required interview of teacher candidates.

- Texas, a qualifying GPA is required, and, beginning in 1984, professional skills tests are mandated in math, reading, and writing.

Although the majority (56 percent) of states, according to the Council of Chief State Officers Survey (1984), do not have a policy concerning graduation standards for teacher education candidates, several states have recently enacted graduation guidelines. These requirements include minimum GPA and minimum cut-off scores. Wisconsin, for example, requires a minimum undergraduate GPA for admission to, and retention in their teacher education programs and a standardized examination. Many states also offer career counseling as part of their programs for entering teacher education students.

Compared to a decade ago, more education courses are now required to complete teacher education programs. The current average requirement is for five more semester hours of student teaching or classroom observation. Furthermore, students are required to take four more semester hours of education courses.

TABLE 1: AVERAGE NUMBER COLLEGE SEMESTER HOURS REQUIRED TO COMPLETE THE TEACHER EDUCATION PROGRAM BY FIELD OF STUDY

Field of Study	AY 1983 Elem.	AY 1983 Sec.	AY 1983 Sp. Ed.	AY 1973 Elem.	AY 1973 Sec.	AY 1973 Sp. Ed.
General Studies	62	64	55	62	59	51
Professional Studies	36	25	38	32	22	34
Clinical Experience	17	15	19	12	10	14
Total	115	104	112	106	91	99

Definitions: Elementary includes general elementary, early childhood, preschool, and/or kindergarten. Secondary includes all subject specialities in junior or senior high or middle school. Exclude -- physical, fine arts, occupational/vocational education and support personnel.

General Studies -- include liberal arts courses; exclude SCDE courses.
Professional Studies -- include SCDE courses; exclude student teaching/practicum.
Clinical Experience -- include student teaching/practicum, classroom observation.

SOURCE: The National Center for Education Information, Washington, D. C. Teacher Certification Survey, 1984.

Program reviews of curricula offered by colleges and universities are conducted by many states. In most cases the college programs are developed to meet the rules, codes, and guidelines of the state education agency. Most often the process is under the control of the chief state school officer (also known as the state commissioner or superintendent of schools). In several states, including Oregon, Minnesota, and California, certification and state approvals are controlled by teacher licensure boards which are not part of the state education agency. If a program is reviewed and approved by a state, usually the state will certify any graduate of the program and/or issue a license to teach.

According to the National Center for Education Information Report (1984), less than half (47 percent) of the institutions of higher education surveyed require passage of any kind of test for completion of the teacher education program.

Only 5 percent of the colleges and universities surveyed by the National Center for Education Information Report (1984) require graduating teachers to pass a content-area test. Passing a basic skills test is required by only 11 percent of those institutions reporting. On the other hand, 18 percent of the institutions surveyed administer the National Teacher Exam as an exit test from their teacher education programs. Some other type of test is required by 13 percent of those institutions surveyed.

Nevertheless, establishment of graduation standards for teacher education is emerging as a major education concern, and most states are now planning for or studying this issue. There appears to be a movement to require more testing, minimum GPA's and minimum cut-off scores for those in teacher education programs with the emphasis on longer and earlier field experience requirements.

The most common teacher education policy among the states remains the requirement for field experience. Only five states, however, currently require early field experience (some as early as the freshman and sophomore years), according to the Council of Chief School Officers Survey (1984).

TABLE 2: PERCENTAGE OF INSTITUTIONS REQUIRING PASSAGE OF A TEST UPON COMPLETION OF TEACHER EDUCATION PROGRAMS; 1984

Type IHE	NTE	Standardized Basic Skills	Institution-Developed Basic Skills	Stand. Content Test	Inst.-Dev. Content Test	Other
Total	18	8	3	4	1	13
Public	16	9	4	6	1	13
Private	20	7	2	2	2	13
<1 K	24	9	1	4	2	14
1-5 K	18	9	4	5	1	14
5-10K	16	4	2	2	1	10
10 K+	16	9	4	5	1	14

A number of states are extending training programs for new teacher education students. Florida, Georgia, Oklahoma, and South Carolina already have extended their training programs for beginning teachers. Alabama and Virginia are in the pilot test stages of this process, and at least eight other states are reported as planning similar programs, according to the Council Survey. Overall, new teacher programs tend to include both evaluation of teaching performance by a team of trained evaluators and individualized staff development experiences.

In an educator poll released in September 1984 by the Educational Research Service, three-fourths of the teachers and 81 percent of the principals agreed that new teacher graduates should be required to pass exams in teaching methods.

Teacher Education/Certification

[REF: CLIMATE SURVEY 25 thru 28 -- SECTION III]

The certification of classroom teachers in the U.S. currently is lacking specific structures or guidelines in terms of nationwide policies. Instead, each state has an array of regulations that, for the most part, do not match those of other states. The numbers of different types of certificates, for example, and what is required within a state to obtain one are "staggering," as the National Center for Education Information Report (1984) points out.

Requirements from state to state currently lack any uniform dimensions, although reciprocity does exist among some states. While some states give broad certification that allows a teacher to instruct several different grades and subjects, other states grant very specific content-area certification. In addition, all but two states grant emergency certificates to those who lack a bachelor's degree. In Massachusetts, for example, a one-year waiver is granted to non-certified people. In Idaho, a letter of authority allows non-certified persons to teach. Only Vermont and Virginia do not issue any type of substandard credential.

[REF: CLIMATE SURVEY 29 -- SECTION III]

Furthermore, initial certification lasts for varying lengths of time from state to state. Certification lasts for one year in Oklahoma and Tennessee. In contrast, certification is for "life" in Massachusetts, Mississippi, New Jersey, and Texas.

Although only 18 states currently require some type of standard test before certification, 30 states, according to the National Council on Education Information Report (1984), are planning to require such a test before certification.

[REF: CLIMATE SURVEY 5 AND 6 -- SECTION III]

(See TABLE 3 - TESTS REQUIRED FOR CERTIFICATION: 1984 AND PROJECTED WITHIN NEXT THREE YEARS, BY STATE on page 14)

TABLE 3 TESTS REQUIRED FOR CERTIFICATION: 1984 AND PROJECTED WITHIN NEXT THREE YEARS, BY STATE.

	1984						Projected					
State	NTE	SBST	SDBST	SCAT	SDCAT	OT	NTE	SBST	SDBST	SCAT	SDCAT	OT
Alabama					X	X						
Alaska							—— considering ——					
Arizona			X									
Arkansas	X								X			
California			X								X	
Colorado		X										
Connecticut									X		X	X
Delaware		X										
D.C.							X			X		
Florida			X							X	X	
Georgia					X						X	
Hawaii							X	X				
Idaho												
Illinois							—— considering ——					
Indiana							X					
Iowa							—— considering ——					
Kansas							X					
Kentucky							X			X		
Loisiana	X						X					
Maine							X	X		X		
Maryland							X					
Massachusetts						X						X
Michigan												
Minnesota												
Mississippi	X											
Missouri												
Montana							—— considering ——					
Nebraska								X		X		
Nevada								X		X		
New Hampshire							X					
New Jersey							X					
New Mexico	X											
New York							X					
No. Carolina	X			X								
North Dakota												
Ohio							—— considering ——					
Oklahoma					X		X					
Oregon								X				
Pennsylvania									X		X	
Rhode Island							—— considering ——					
So. Carolina	X		X		X							
South Dakota												
Tennessee	X						X			X	X	
Texas						X			X			
Utah							X					
Vermont												
Virginia	X						X					
Washington								X or	X			
West Virginia								X		X		X
Wisconsin								X				X
Wyoming												

NTE - National Teacher Examination
SBST - Standardized Basic Skills Test
SDBST - State-developed Basic Skills Test
SCAT - Standardized Content-Area Test
SDCAT - State-developed Content-Area Test
OT - Other Test

SOURCE: The National Center for Education Information, Washington, D. C., Teacher Certification Survey, 1984.

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The Council of Chief State School Officers Survey (1984) suggests that the trend in awarding initial teaching certificates is toward more stringent standards. However, certification for any candidate recommended by an institution of higher education is still the norm. This policy, of course, is based on the belief that quality control is the responsibility of higher education and that college faculty members can observe and accurately judge teaching skills.

Overall, the changes that are occurring in licensing educators tend to fall into three categories:

1. Increased requirements for field experiences before student teaching, and increased requirements for on-the-job experience after student teaching;
2. Demonstrated competence required by all teacher candidates for certification in the areas of basic skills, subject matter, and professional teaching skills knowledge; and
3. New requirements for successful on-the-job teaching experience prior to award of the standard certificate.

[REF: CLIMATE SURVEY 7 AND 8 -- SECTION III]

Examples of some of the approaches states are taking to augment certification requirements include a variety of internship programs. On-the-job, post-graduate internships are now required before full certification is granted in the following seven states: Florida, Indiana, Kentucky, Mississippi, Oklahoma, South Carolina, and Tennessee. An additional 18 states are planning to require an internship before full certification, as follows: Arizona, Arkansas, California, Connecticut, Kansas, Maine, Massachusetts, Missouri, Nebraska, Nevada, New Jersey, New York, North Carolina, Pennsylvania, Utah, Virginia, West Virginia, and Wisconsin.

In addition, there is a trend toward a combination of approaches for teacher certification in many states. Instead of a policy of only performance in relationship to the credential, many states are moving toward certification based on competency and performance. In Wisconsin, for example, standard tests of subject matter and pedagogy are conditions for probationary licensing. Furthermore, all first-year teachers in Wisconsin must participate in a one-year induction program.

A variety of approaches to teacher certification is evident when current practices of different states are examined. In Texas, for example, new classifications of teaching certificates will become effective in 1986, including: a three-year provisional certificate, renewable one time; a seven-year standard certificate, renewable indefinitely, with three year's teaching and 12 graduate credits; and a professional certificate that is valid for life with a M.A. or Ph.D. In North Dakota, the former lifetime certificate has been replaced with a two-year certificate and a five-year renewable certificate. Renewal in North Dakota requires two years of teaching experience and three recommendations.

[REF: CLIMATE SURVEY 16 -- SECTION III]

It is also important to note that various plans have been developed throughout the U.S. to ensure recertification is a more-than-automatic procedure. Teachers in Minnesota holding a continuing certificate are required to renew it every five years with 120 units. (These units can be gained through inservice or through 19 other activities, such as college credit, publications, or working as a supervising teacher.) In New Hampshire all teachers, principals, and other administrators must participate in a district staff development program. Renewal of their experienced credential is based on at least 50 hours of in-service every three years. On the other hand, teachers and administrators in Vermont must acquire nine credits of activity, such as in-service, for renewal of their continuing certificates. Administrators may also renew their certificates through a management development institute at the University of Vermont.

[REF: CLIMATE SURVEY 18 -- SECTION III]

(See TABLE 4 on Pages 19 through 22 - INITIAL CERTIFICATE AND REQUIREMENTS FOR RENEWAL. See also TABLES 5 thru 7 on INITIAL CERTIFICATION; CREDENTIALS OF TEACHERS IN CLASSROOMS, Pages 23 thru 25.

Table 4

INITIAL CERTIFICATE AND REQUIREMENTS FOR RENEWAL

	Initial Certificate: Class & Length	Renewal			
		Additional Credits or Degree	Teaching Experience	Evaluations	Inservice Training
Alabama	Basic/ 8 years	9 credits OR	4 years		X (in lieu of credits)
Alaska	Initial/ 5 years	6 credits			
Arizona	Basic/ 6 years	9 credits OR	Satisfactory and continuous teaching		(NOTE: foreign travel for thesis may be used toward certificate renewal)
Arkansas	Standard/ 6 years (10 years with Master's)	6 credits OR	2 years (or 1 year if during last year of certificate's life)		
California	Preliminary/ 5 years				
Colorado	Initial/ 5 years	6 semester credits			X (may be used in lieu of 4 credits. see Table VII)
Connecticut	Initial/ 10 years				
Delaware	Initial standard/ 5 years				
Florida	Regular/ 5 years (after completion of the beginning teacher program)	6 credits			X (in lieu of credits)
Georgia	Renewable Certificate/ 5-10 years (after performance-based certification of 3 years completed)	10 credits			X (in lieu of credits)
Hawaii	Basic/ life		Continuous teaching		
Idaho	Standard/ 5 years	Standard certificate renewable but no specific requirements			
Illinois	Standard/ 4 years	Renewable every four years through registration and fees payment.			
Indiana	Initial/ 5 years	12 credits			

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Table 4 (Continued)

INITIAL CERTIFICATE AND REQUIREMENTS FOR RENEWAL

	Initial Certificate Class & Length	Renewal			
		Additional Credits or Degree	Teaching Experience	Evaluations	Inservice Training
Iowa	Professional/ 10 years	6 credits	1 year		X (in lieu 1/2 of credits)
Kansas	Initial/ 3 years				
Kentucky	Initial/ 10 years	Masters or 32 credits (This is a 5th-year planned program)			X (in lieu of some credits)
Louisiana	Type C/ 3 years	6 credits			
Maine	Provisional/ 5 years	6 credits (several renewals possible — except one renewal only for special education, administrator, guidance and learning disability certificates)			X (in lieu of credits, see Table VII)
Maryland	Standard/ 5 years	6 credits (only one renewal)			X (in lieu of credits)
Massachusetts	Permanent				
Michigan	Provisional/ 6 years	If provisional expires before attainment of continuing certificate, provisional may be renewed for 3 years with 10 additional credits (2nd renewal of 3 years available after completing 18 credits)			
Minnesota	Initial/ 2 years		1 year		
Mississippi	Class A/ 5 years	6 credits			X (in lieu of 3 credits)
Missouri	Initial/ for life				
Montana	Initial/ 5 years	6 credits			X (in lieu of credits)

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Table 4 (Continued)

INITIAL CERTIFICATE AND REQUIREMENTS FOR RENEWAL

	Initial Certificate: Class & Length	Renewal			
		Additional Credits or Degree	Teaching Experience	Evaluations	Inservice Training
Nebraska	Pre-Standard/ 5 years	6 credits			
Nevada	Initial/ 5 years	6 credits		X (after one year — done by a peer)	
New Hampshire	Beginner/ 3 years				
New Jersey	Permanent				Under consideration
New Mexico	Standard I/ 4 years	8 credits		Being planned	X (in lieu of 4 credits)
	Standard II/ 4 years	30 credits or M.A.	3 years	Being planned	X (in lieu of credits)
New York	Provisional/ 5 years				
North Carolina	Continuing/ 3 years (awarded after 2-year beginning teacher program. The continuing certificate is then renewable for 5-year periods.)	[illegible] credits	Some teaching possible in lieu of credits		X (in lieu of some credits)
North Dakota	Entrance/ 2 years				
Ohio	Provisional/ 4 years	6 credits OR	Successful teaching		
Oklahoma	Standard/ 5 years	8 credits OR	3 years		
Oregon	Basic/ 3 years	5th year for high school teachers and special education teachers. Otherwise, 9 credits OR	1 year successful experience		Can be required at local district discretion
Pennsylvania	Initial/ 6 years (not renewable)				
Rhode Island	Provisional/ [illegible] years				
South Carolina	Standard/ 5 years	6 credits			X (in lieu of some credits)

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Table 4 (Continued)

INITIAL CERTIFICATES AND REQUIREMENTS FOR RENEWAL

	Initial Certificate Class & Length	Renewal			
		Additional Credits or Courses	Teaching Experience	Evaluations	Inservice Training
South Dakota	Basic/ 5 years	6 credits			X (in lieu of three credits)
Tennessee	Professional/ 10 years	8 credits	5 years	X (required by state board at local level)	X (in lieu of some credits)
Texas	Provisional/ life	New classifications effective 1986, see Highlights section.			
Utah	Basic Professional/ 5 years	6 credits	OR 3 years		
Vermont	First regular/ effective until 3 years experience gained				
Virginia	Collegiate Professional/ 5 years	6 credits	Successful teaching experience		X (in lieu of three credits)
Washington	Initial/ 4 years	Additional credits, varies with IHE. Teacher must be formally enrolled in a planned continuing level program.			
West Virginia	Initial/ 3 years	6 credits		X	
Wisconsin	Regular/ 5 years	6 credits			X (in lieu of credits)
Wyoming	Initial/ 5 years	5 credits			X (in lieu of credits)

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TABLE 5 NUMBER INITIAL REGULAR TEACHER CERTIFICATES ISSUED BY STATE: 1983

State	No. TE Grads from IHE's in State	No. In-state Graduates Certified	No. Cert. From Out of State	Total Cert.	% Cert. From Out of State	Estimated % Cert. in '83 Who Got Jobs
Alabama	1,900	5,289	573	5,862	10	60
Alaska	154	154	NA	NA	NA	30
Arizona	NA	95	20	9,520	NA	NA
Arkansas	1,926	1,926	457	2,383	19	80
California	6,500	6,500	1,000	7,500	13	70
Colorado	2,505	3,900	4,100	8,000	51	NA
Connecticut	2,600	2,232	1,742	3,974	44	NA
Delaware	226	185	NA	NA	NA	80
D.C.	700	275	1,800	2,075	87	10
Florida	2,170	1,500	4,227	5,777	73	95
Georgia	2,856	1,920	3,056	4,976	61	95
Hawaii	419	146	140	286	49	68
Idaho	NA	NA	NA	NA	NA	NA
Illinois	6,174	7,221	2,971	10,192	29	45
Indiana	3,492					
Iowa	2,[illegible]50	NA	NA	NA	NA	65
Kansas	2,036	2,398	1,789	4,187	43	NA
Kentucky	NA					
Louisiana	1,329	1,443	752	2,195	34	
Maine	NA	500	500	1,000	50	25
Maryland	1,316	NA	NA	NA	NA	NA
Massachusetts	NA	7,255	NA	NA	NA	NA
Michigan	5,000	5,000	1,000	6,000	17	NA
Minnesota	2,729	NA	NA	NA	NA	50
Mississippi	2,300	1,375	875	2,250	39	NA
Missouri	5,900	5,900	600	6,500	9	NA
Montana	NA	NA	NA	NA	NA	NA
Nebraska	2,477	1,826	586	2,412	24	63
Nevada	NA	3,000		3,000	NA	NA
New Hampshire	693	579	1,108	1,687	66	70
New Jersey	7,000	7,000	3,500	10,500	33	<10
New Mexico	NA	NA	NA	NA	NA	NA
New York	NA	NA	NA	NA	NA	15
North Carolina	4,500	4,200	2,200	6,400	34	NA
North Dakota	650	500	200	700	29	90
Ohio	5,829	5,800	4,000	9,800	41	21
Oklahoma	NA	1,980		1,980	NA	NA
Oregon	1,700	1,500	1,200	2,700	44	40
Pennsylvania	6,414	7,800	2,000	9,800	20	20
Rhode Island	NA	4,655	NA	NA	NA	NA
South Carolina	1,828	1,802	3,172	3,172	43	6
South Dakota	NA	790	538	1,328	41	95
Tennessee	4,000	4,000	1,500	5,500	23	20
Texas	7,830	7,830	2,000	9,830	20	NA
Utah	1,903	1,903	520	2,423	22	67
Vermont	425	425	250	675	37	25
Virginia	5,295	4,524	NA	NA	NA	100
Washington	2,168	2,405	1,147	3,552	32	47
W. Virginia	2,426	2,426	1,676	4,102	41	NA
Wisconsin	2,624	NA	NA	NA	NA	NA
Wyoming	300	100	200	300	67	25

SOURCE: THe National Center for Education Information, Washington, D. C., Teacher Certification Survey, 1984.

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TABLE 6 CREDENTIALS OF TEACHERS IN CLASSROOMS: 1983-84

States	Total Cert. In '83	No. Teachers In 1983-1984	No. Teachers On Emerg. Credential	% Teachers With No Credential	Estimated % Teachers Given Cert. In 1983-1984	Estimated % Teachers On Emerg. Credential
Alabama	5,862	39,200	141	0	15%	0.40
Alaska	NA	6,387	7	0	NA	0.10
Arizona	9,520	25,662	NA	0	37	NA
Arkansas	2,383	23,897	6	.0004	10	0.03
California	7,500	170,435	5,738	0	4	3.40
Colorado	8,000	29,447	1,631	0	27	5.50
Connecticut	3,974	32,715	59	0	12	0.20
Delaware	NA	5,436	294	0	NA	5.40
D.C.	2,075	5,648	<1%	0	37	<1.00
Florida	5,777	83,074	10,000	.0001	7	12.00
Georgia	4,976	56,270	9,900	.0001	9	17.60
Hawaii	286	8,073	65	0	4	0.80
Idaho	NA	9,900	21	0	NA	0.20
Illinois	10,192	101,056	NA	0	10	NA
Indiana		49,456	612	NA		1.20
Iowa	NA	30,686	400	0	NA	1.30
Kansas	4,187	25,802	NA	1	16	NA
Kentucky		32,000	15	0		0.05
Louisiana	2,195	41,620	421	16	5	1.00
Maine	1,000	12,273	300	0	8	2.40
Maryland	NA	37,437	250	0	NA	0.70
Massachusetts	NA	48,267	125	2	NA	0.30
Michigan	6,000	72,755	100	0	8	0.10
Minnesota	NA	38,554	92	0	NA	0.20
Mississippi	2,2[illegible]0	24,264	1,031	0	9	4.10
Missouri	6,500	46,714	2,200	0	14	4.70
Montana	NA	9,350	1,500	10	NA	16.00
Nebraska	2,412	16,735	728	0	14	4.30
Nevada	3,000	7,293	52	0	41	5.00
New Hampshire	1,087	9,718	130	<1	17	1.30
New Jersey	10,500	73,262	2,000	1	14	2.70
New Mexico	NA	15,530	800	0	NA	5.20
New York	NA	164,000	5,000	1	NA	3.00
No. Carolina	6,400	54,709	10	0	12	0.02
North Dakota	700	7,385	8	0	10	0.10
Ohio	9,800	92,765	3,733	0	11	4.00
Oklahoma	1,982	35,693	600	0	6	1.70
Oregon	2,700	23,990	200	0	11	0.80
Pennsylvania	9,800	102,150	1,900	0	10	1.90
Rhode Island	NA	7,441	17	0	NA	0.20
So. Carolina	3,172	32,070	1,252	0	10	3.90
So. Dakota	1,328	7,989	100	0	17	1.30
Tennessee	5,500	39,136	NA	0	14	NA
Texas	9,830	171,096	4,330	0	6	2.50
Utah	2,423	15,433	152	0	16	1.00
Vermont	675	6,235	11	NA	11	0.20
Virginia	NA	56,154	0	0	NA	0.00
Washington	3,552	33,979	48	0	11	0.10
W. Virginia	4,102	22,417	3,000	0	18	13.40
Wisconsin	NA	47,600	1,100	0	NA	2.30
Wyoming	300	7,059	0	0	4	9.00

SOURCE: The National Center for Education Information, Washington, D. C., Teacher Certification Survey, 1984.

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TABLE 7 SUBSTANDARD, LIMITED OR EMERGENCY CERTIFICATES ISSUED IN 1983, BY STATE

State	Issue S,L or E. Cred.	Avail. With Less Than Bachelor's	Author-ization	Renewal Requirements	% of Total Cred. S,L, or E 80-81	81-82	82-83
Alabama	Yes	Yes	specific	none	less than 1%		
Alaska	Yes	No	specific	6 semester units			
Arizona	Yes	No	specific	6 semester units			
Arkansas	Yes	No	specific	6 semester units			
California	Yes	Yes	broad	6 semester units	18	19	13
Colorado	Yes	Yes	broad	none	10	10	10
Connecticut	Yes	No	broad	6 semester units	less than 1%		
Delaware	Yes	Yes	silent		less than 1%		
Dist. of Col.	Yes	Yes	broad	6 semester units			
Florida	Yes	Yes	specific	none	11	11	12
Georgia	Yes	No	specific	Test & 10 qtr. units			
Hawaii	Yes	Yes	broad	none			
Idaho	No	Yes	broad	cannot be renewed	less than 1%		
Illinois	Yes	Yes	specific				
Indiana	Yes	Yes	silent	6 semester units	5	4	3
Iowa	Yes	No	silent	2 courses			
Kansas	Yes	Yes	broad	none			
Kentucky	Yes	Yes	broad	none			
Louisiana	Yes	No	specific	6 semester units			
Maine	Yes	No	broad	none	6	6	6
Maryland	Yes	Yes	specific	6 semester units	less than 2%		
Massachusetts	No ----------	----------	----------	----------			
Michigan	Yes	Yes	broad	6 semester units	less than 1%		
Minnesota	Yes	No	silent	8 quarter units			
Mississippi	Yes	No	specific	6 semester units	10	8	
Missouri	Yes	No	broad	8 semester units			
Montana	Yes	Yes	specific	12 quarter units	less than 1%		
Nebraska	Yes	Yes	specific	will not issue 2nd			
Nevada	Yes	Yes	silent	will not issue	less than 1%		
New Hampshire	Yes	No	silent	must show progress	less than 1%		
New Jersey	Yes	Yes	specific	6 semester units	8	10	10
New Mexico	Yes	No	broad	varies by certificate	4	4	4
New York	Yes	Yes	broad	6 semester units	1	1	1
North Carolina	Yes	Yes	silent	6 semester units	less than 1%		
North Dakota	Yes	No	broad	12 quarter units	less than 1%		
Ohio	Yes	Yes	broad	none	13	14	16
Oklahoma	Yes	Yes	broad	8 semester units	9	7	6
Oregon	Yes	Yes	broad	6 semester units	1	1	1
Pennsylvania	Yes	Yes	broad	10 semester units	6	9	10
Rhode Island	Yes	Yes	silent	6 semester units	less than 1%		
South Carolina	Yes	No	specific	6 semester units			
South Dakota	Yes	Yes	broad	show progress	4	4	4
Tennessee	Yes	No	broad	9 quarter units			
Texas	Yes	Yes	silent	6 semester units	20	20	
Utah	Yes	No	broad	1 course per qtr.	1	1	1
Vermont	No ----------	----------	----------	----------			
Virginia	No ----------	----------	----------	----------			
Washington	Yes	No	broad	very rarely given twice	less than 1%		
West Virginia	Yes	No	broad	6 semester units	5	6	7
Wisconsin	Yes	No	broad		5	5	
Wyoming	Yes	No	specific	non-renewable	3	3	2

SOURCE: *The National Center for Education Information, Washington, D. C. Basic data from the National Association of State Directors of Teacher Education and Certification. Manual on Certification and Preparation of Educational Personnel in the United States. Forthcoming.*

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In many states during the past ten years, requirements for certification have been modified and/or made more rigorous. In Oregon, for example, the Legislature added a stipulation that teachers applying for certification must hold a recognized first-aid card. In addition, Oregon requires every teacher applicant to demonstrate knowledge of Title VI of the Civil Rights Act of 1964.

Maine's 1984 Teacher Certification law is an example of changes occurring in certification of teachers. The new law includes the following:

- Opportunity for career ladders with all units recommended, but not required to have master teachers;
- A larger participatory role for local school teachers in the entire certification process;
- Mandated professional assistance for new teachers in their beginning years in the classroom; and
- A target date of 1988 for full implementation of all parts of the legislation.

Key elements of the Maine 1984 teacher certification legislation are as follows:

1. Most teachers will have a strong liberal arts and science background with a major field of study in the subject area to be taught.

2. Provisional certificate - initial certificate issued to beginning teachers for a two-year period. Renewal or extension possible only under special conditions.

3. Professional Certificate - issued to teachers who have demonstrated teaching competencies to a local support team composed of teachers and other professional personnel. Issued for five years; renewable.

4. Master teacher certificate - attainable for a teacher who holds professional certification and has demonstrated exemplary professional skills in classroom teaching and possibly in such other areas as supervising student teachers, curriculum and staff development, or in-service training, as recommended by a local school unit.

5. Pilot projects--in effect from 1984 to 1987--to identify procedures for training and certifying master teachers, and to test other components of the law, to be developed in

consultation with local school units.

6. Report on results of the pilot projects, with recommendations for funding to present to the 112th Legislature.

[REF: CLIMATE SURVEY 8 AND 11 -- SECTION III]

It is worthwhile to note that South Dakota, for example, is in the process of developing a pilot project in alternative certification, a trend developing also in other states. Limited endorsements will be issued on a yearly basis (renewable for three years) to candidates who hold a bachelor's degree from an accredited institution, but who have not completed their required education courses. They will have three years in which to complete their coursework for certification.

(See TABLE 8: STATUS OF STATES CONCERNING ALTERNATIVES TO APPROVED COLLEGE TEACHER EDUCATION PROGRAMS FOR CERTIFYING TEACHERS: 1984)

TABLE 8 STATUS OF STATES CONCERNING ALTERNATIVES TO APPROVED COLLEGE TEACHER EDUCATION PROGRAMS FOR CERTIFYING TEACHERS: 1984

States	Considering Alternatives	Proposed Alternatives	Implementing Alternatives	Not Even Considering Alternatives
Alabama			X	
Alaska				X
Arizona		X		
Arkansas	X			
California	X			
Colorado	X			
Connecticut		X		
Delaware				X
Dist. of Col.				X
Florida.			X	
Georgia			X	
Hawaii				X
Idaho	X			
Illinois				X
Indiana		X		
Iowa				X
Kansas	X			
Kentucky				X
Louisiana	X			
Maine		X		
Maryland				X
Massachusetts		transcript evaluation route	X	
Michigan				X
Minnesota	X			
Mississippi	NA	NA	NA	NA
Missouri	NA	NA	NA	NA
Montana				X
Nebraska			X	
Nevada	NA	NA	NA	NA
New Hampshire		X		
New Jersey		X		
New Mexico	X			
New York	NA	NA	NA	NA
North Carolina	NA	NA	NA	NA
North Dakota				X
Ohio				X
Oklahoma	X			
Oregon	NA	NA	NA	NA
Pennsylvania		X		
Rhode Island				X
South Carolina			X	
South Dakoda	X			
Tennessee	X			
Texas				X
Utah				X
Vermont			X	
Virginia			X	
Washington				X
West Virginia		X		
Wisconsin				X
Wyoming				X

SOURCE: The National Center for Education Information, Washington, D. C., Teacher Certification Survey, 1984.

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In-Service Education for Teachers

According to the Council of Chief State School Officers Report (1984), almost 80 percent of the states report that they have some form of in-service requirement. The types of in-service policies, however, are diverse and vary widely. The two most common policies are for a required number of in-service credits to be met by teachers seeking license renewal. This policy occurs in 16 of the states surveyed. The second most widely-used policy for 17 states surveyed involves state education agency-determined standards for in-service education in subject areas, content mastery.

In contrast, the least-used policy reported by the Council of Chief State School Officers Report (1984) is for state and/or local collective bargaining units to cooperatively determine standards for in-service with the state education agency. Although 38 states have the policy in effect, only 29 states indicated they favor the policy.

(See TABLE 9: REQUIREMENTS TO OBTAIN ADVANCED CERTIFICATE on pages 31 thru 33)

Table 9

REQUIREMENTS TO OBTAIN ADVANCED CERTIFICATE

	Class and Length	Additional Course Credit or Degree	Teaching Experience	Evaluations	Inservice Training
Alabama	A/10 yrs	Masters Degree (coursework must be in subject area of actual teaching to receive pay increase)	1 year		
Arizona	Standard/ 6 yrs	M.A. or 30 credits*	(NOTE: In 1985, initial certificate for 8 years; then teacher must obtain M.A. or 40 additional credits.)		
Arkansas	Continuing/ for as long as person teaches and six years thereafter				
California	Clear/ 5 yrs	5th year of study		Under consideration	
	Life/ Permanent		2 years		
Colorado	Advanced/ 5 years	M.A.	3 years		
Connecticut	Standard	30 credits or M.A.	3 years (last 2 years must be consecutive)		X (in lieu of credits)
Delaware	Professional status certificate/ for as long as person teaches in same area		3 years		
Georgia	T5/ 5 yrs	M.A.			
	T6	EDS	3 years		
	D7	Ph.D.	3 years		
Hawaii	Professional/ life	5th year teacher education or M.A. in teacher education			
Idaho	Advanced/ 5th	M.A. or 5th year			
Indiana	Permanent	M.A.	3 years		
Iowa	Permanent	M.A.	4 years		
Kansas	5-year certificate/ renewable with additional credits		2 years on initial certificate in endorsed field.		Note: renewal, requirements depend on the degree held by the teacher. Some state approved inservice credits can be applied toward renewal.

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Table 9 (Continued)

REQUIREMENTS TO OBTAIN ADVANCED CERTIFICATE

	Class and Length	Additional Course Credit or Degree	Teaching Experience	Evaluations	Inservice Training
Kentucky	Permanent	(Initial renewal required)	3 years		
Louisiana	A	M.A.	5 years		
	B		3 years (in certified field)		
Maine	Professional/ 10 years	30 credits (at least half in the field for which certified)	4 years		
Maryland	Advanced professional/ 10 years	M.A. or 30 credits	3 years		X (in lieu of up to 15 credits)
Michigan	Continuing/ Permanent	18 credits	3 years successful teaching		
Minnesota	Continuing/ 5 years				See Table VII
Mississippi	AA/10	M.A.	2 years		
	AAA/10 years	Ph.D. or 45 hours	3 years		
	AAAA	Ph.D.	5 years		
Montana	Professional	M.A.	3 years		
Nebraska	Standard/ 7 years		2 years		
	Professional/ 10 years	M.A. or 5th year	4 years		
Nevada	Graduate certificate	Masters, Doctorate, or Specialist	3 years	Semi-annually by the administration	X (in lieu of credits)
New Hampshire	Experienced educator		3 years		Inservice required for renewal of experienced credential (see Table VII)
New Mexico	5 year continuing	30 credits	3 years	Being planned	X (in lieu of 8 credits)
	10 year continuing	M.A.	3 years	Being planned	
New York	Permanent	Masters Degree	2 years		
North Dakota	Renewable Certificate/ 5 years	4 semester credits	2 years	Semi-annually by the administration	

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Table 9 (Continued)

REQUIREMENTS TO OBTAIN ADVANCED CERTIFICATE

	Class and Length	Additional Course Credit or Degree	Teaching Experience	Evaluations	Inservice Training
Ohio	Professional/ 8 years	18 credits	27 months under provisional certificate		
	Permanent	M.A.	40 months under professional certificate		
Oklahoma	Full certificate		1 year	X	
Oregon	Standard/ 5 years	45 credits (includes professional education and subject matter)	2 years successful experience in Oregon on basic certificate	X (by school district personnel)	
Pennsylvania	Permanent	24 credits	3 years		X(in lieu of credits)
Rhode Island	Professional/ life	M.A. or 36 credits	3 years		
South Carolina	Professional/ 5 years				
	Class II	18 credits			
	Class I	Masters			
	Class I (Specialist)	Masters plus 30 credits			
	Class I (advanced)	Ph.D.			
South Dakota	Advanced Professional	M.A. or 30 credits	5 years		
Texas	New classifications effective 1966, see Highlights section				
Utah	Professional/ 5 years	M.A. or 36 credits	3 years		X(in lieu of experience)
Vermont	Continuing/ 7 years		3 years successful experience	X	
Virginia	Post-graduate Collegiate professional/ 5 years	Masters or Ph.D.	3 years		
Washington	Continuing/ for as long as one teaches	45 quarter hours	3 years		
West Virginia	Permanent	M.A.	5 years	X	
	Permanent		10 years (During this time, a 5-year certificate has been renewed 3 times.)		
Wyoming	Professional/ 10 years	M.A.	5 years		

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Current trends discussed in the literature concerning in-service education include the following:

- Movement is away from the award of permanent certificates.
- States throughout the U.S. are developing an array of in-service options.
- Greater teacher participation and role in in-service standards, content, and mastery is occurring in many states.
- The role of locally-based in-service education programs is on the increase.
- Concern over financing of in-service programs is growing.

Examples of different state policies concerning in-service education follow:

- Alabama, local districts must submit in-service plans to the state department of education. Offerings for in-service plans are based on local needs, with local districts providing most of the funding.

- Arizona State Department of Education staff provide local school districts with district-organized in-service programs. Legislation introduced in 1984 will support the development of a Principal's Institute for school building administrators.

- Arkansas, 15 seminars were held around the state in 1981-82 to provide problem-solving information for superintendents, business managers, principals, and other executive-level personnel. Also, a voluntary program concentrated on improving the skills of K-12 teachers and education professors by focusing on instructional skills.

- California has approximately 55 different state initiatives that deal with some aspect of staff development. In-service is offered through an array of sources. In 15 regional Teacher Education and Computer Centers, more than half of the 19 million dollars allocated in state funds is to be used for math, science, and computer skills development. In addition, the new education bill has several provisions for staff development and in-service.

- Colorado has several options for certificate renewal. These include: leave-of-absence for on-the-job experience with approval from the local school district, and travel experiences with approval from the state department of education. Supervision of student teachers may also be used for certificate renewal.

- Georgia, in-service/staff development is based on a local needs assessment. The Georgia Academy for Administrators provides workshops and seminars for teachers and principals.

- Indiana has the local school district design and offer its own in-service programs. In 1983 the Legislature passed an appropriation to train teachers to use computers in instructional activities.

- Kansas has new state board regulations that permit voluntary participation of districts in the new Kansas In-service Education State Plan designed for all certified personnel. Local school districts will prepare a five-year plan based on state department of education guidelines, but geared to local needs.

- Montana is working to coordinate in-service efforts with all state agencies, including colleges. The state also conducts administrator workshops.

- Washington has designated a portion of teacher certification fees for in-service training.

Incentive Programs

Programs that encourage training or retraining of teachers are making a dramatic resurgence in most states in the U.S. These incentive programs tend to vary. Many are undergraduate scholarship loan programs targeted toward science and math teachers--17 states have enacted this type of program. Several of these new programs have a provision for forgiving loans to teachers who teach a specific number of years. Overall, two-thirds of the states responding to the Council of Chief State School Officers Survey (1984) currently do not have an active recruitment policy for encouraging older students to enter teacher education programs.

The Council indicates, however, many states favor such a policy, and over half the states report plans to make a change in this area. Examples of different states' policies on recruitment, as well as training and retraining incentive programs, are as follows:

- Massachusetts has instituted a retraining program that includes reimbursement for training of teachers in areas of shortage such as math and science.

- Minnesota has grants available for retraining teachers.

- Mississippi and Nebraska have loans available for retraining teachers in math and science.

- North Carolina has school monies available for math and science teacher training.

- Pennsylvania's Legislature has appropriated funds for training math and science teachers.

- South Carolina has monies appropriated through the Legislature for retraining math, science, and computer science teachers.

- Vermont and Washington have new state-funded loan programs for training math and science teachers.

- Wisconsin has a low-interest loan program with a forgiveness clause to help prepare qualified students for teaching careers.

- Indiana has a loan program for math and science teachers and for retraining teachers who are currently trained in surplus areas.

[REF: CLIMATE SURVEY 10 -- SECTION III]

Incentive programs are also being implemented in many states for college graduates to get additional training. Some states provide scholarships, loans, or tuition reimbursement. Summer institutes or special programs are provided for this purpose in Florida, Mississippi, Missouri, North Carolina, and some other states. Most of these incentives are designed to retrain teachers from other fields to become math, science, or other high-demand subject matter experts.

To attract non-teaching professionals into teaching, universities are designing programs to train people from other disciplines. More programs to retrain college graduates for teaching in high-demand fields are predicted in the near future.

[REF: CLIMATE SURVEY 13 -- SECTION III]

(See TABLE 10: STATUS OF STATES ON REFORM MEASURES FOR CLASSROOM TEACHERS on Page 39(a).

TABLE 10 STATUS OF STATES ON REFORM MEASURES FOR CLASSROOM TEACHERS: Summer 1984

States	Merit Pay	Master Teachers	Career Ladder	Raising Salaries Across-the-Board	Raising Beginning Teachers' Salaries	Periodic State-wide Performance Evaluations
Alabama	C	C	C	P	NC	NC
Alaska	NC	NC	NC	NC	NC	NC
Arizona	C	C	C	P	P	NC
Arkansas	C	C	C	C	C	C
California	NC	I	C	NC	I	I
Colorado	C	C	C	C	NC	I
Connecticut	C	C •	C	C	C	I
Delaware	C	C	C	P	P	NC
Dist. of Col.	NC	P	P	P	P	I
Florida	I	I	I	I	I	C
Georgia	C	C	C	I	I	C
Hawaii	C	C	C	C	C	I
Idaho	NA	I	I	NA	NA	I
Illinois	NC	I	C	C	C	C
Indiana	NA	NA	C	NA	NA	NA
Iowa	NC	NC	[illegible]	NC	NC	C
Kansas	[illegible]	NC	[illegible]	C	NC	NC
Kentucky	NC	C	[illegible]	C	C	I
Louisiana	NC	NA	[illegible]	[illegible]	NA	NA
Maine	NC	[illegible]	I	[illegible]	[illegible]	I
Maryland	NC	NC	NC	[illegible]	C	C
Massachusetts	NA	NA	P	NA	C	P
Michigan	NC	NC	NC	NC	NC	NC
Minnesota	NA	NA	C	NA	NA	C
Mississippi	[illegible]	NC	NC	[illegible]	[illegible]	I
Missouri	NC	NC	NC	by district		I
Montana	NA	C	C	C	[illegible]	C
Nebraska	[illegible]	C	P	P	P	P
Nevada	NC	P	NC	P	P	C
New Hampshire	NC	P	P	P	P	NC
New Jersey	P	P	C	NA	P	I
New Mexico	C	C	NC	I	NA	C
New York	•	•	•	•	P	•
North Carolina	C	P	P	I	C	I
North Dakota	C	NC	NC	NC	NC	I
Ohio	NC	NC	NC	NC	NC	NC
Oklahoma	C	C	C	P	P	C
Oregon	NA	I	I	P	P	P
Pennsylvania	NC	NC	NC	C	C	NC
Rhode Island	NC	NC	NC	by district		NC
South Carolina	C	C	C	I	I	I
South Dakota	C	C	C	NC	C	C
Tennessee	NA	NA	I	I	I	I
Texas	P	P	P	P	P	NC
Utah	C	I	I	I	I	C
Vermont	NC	NC	NC	NC	NC	NC
Virginia	I	I	I	I	NC	NC
Washington	C	C	C	C	C	I
West Virginia	P	C	C	I	I	NC
Wisconsin	P	P	P	NC	P	P
Wyoming	C	C	C	NC	NC	NC

NC = Not Considering C = Considering P = Proposed I = Implementing

SOURCE: The National Center for Education Information, Washington, D. C., Teacher Certification Survey, 1984.

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SECTION II

ISSUES THAT WILL POTENTIALLY IMPACT TEACHER EDUCATION AND CERTIFICATION IN ALASKA

Overview of Issues

As pointed out by the Council of Chief State School Officers Report (1984), all 50 states approach teacher preparation in a unique way. There is, however, a movement toward similar state policies within the same regions in the country.

The leaders in implementing change in teacher education are the South Atlantic states. These states pioneered use of cut-off scores for basic skills tests for entry into teacher preparation programs; competency tests of basic and teaching skills for initial certification; and continuing education and on-the-job performance as links to recertification. Furthermore, these change leaders have tended to introduce change all at one time, rather than in a piecemeal approach.

In contrast to the sweeping reforms carried out in the South Atlantic states, the other states now in the process of changing their teacher education policies are moving more slowly. The Mid-Atlantic states and Westward states are cautiously proceeding with studies aimed at redesigning their teacher education rules. Their concerns indicate, according to Council of Chief State School Officers Report (1984), that these states are aware of the power of professional organizations and their state legislative bodies. They are hesitant to proceed, in casetheir new policies hit legal snags. In addition, they are trying to promote themselves positively and, at the same time, gain consensus on the new standards from all organizations involved.

The third cluster of states are making no changes in teacher education at this time. These states, many in the Mid-Western region, do not believe minimum GPA's and competency standards will positively alter problems of general economic and societal scope, such as salaries too low to attract the best students.

Although there are states which are exceptions to this rough tripartite configuration, it is feasible to analyze teacher education policies nationwide with this formula.

Attracting Persons To The Teaching Profession

Despite the fact that Alaska has no impending teacher shortage, the concern remains for ways to attract the most capable persons into the profession. Should the state education agencies take a leadership role in attracting persons into the profession?

According to the Council of Chief State School Officers Report (1984), federal officials should be urged to develop federal financial aid programs for college students and highly able individuals committed to education careers. Certainly, it might be useful to identify programs that are successful in this area.

Teacher Preparation

The areas of concern in teacher preparation are broad. Therefore, efforts to set policies in these areas will be difficult to accomplish without cooperative efforts among state education agencies, institutions of higher education, and other appropriate groups. In the first place, criteria for teacher preparation program approval must address the following:

1. admissions standards

2. student performance

3. subject competence

4. teaching skills proficiency

A close correlation between the criteria for selection of those allowed into the program and those successfully completing the program needs to be highlighted, according to the Council of Chief State School Officers Report (1984).

It is suggested that programs for teacher preparation need, above all, to be balanced. Neither too little training in liberal arts, nor too much overspecialization achieves the goal, a person "fit" and ready to teach. This is the view expressed by the Council of Chief State School Officers Report (1984).

Nearly all the states that have made rule changes for teacher education have added screening mechanisms either before entry into teacher preparation programs or before exiting these programs. Therefore, school leaders might do well to examine the flexibility of these new standards for entry. The Council of Chief State School Officers Report (1984) points out that data suggests that ignoring the problem of recruiting able students through policy initiatives, while imposing minimum competency standards, is "inappropriate". A recent National Institute of Education Sponsored Symposium noted that policies that deny admission into teaching of the lower fifth of all college graduates on academic measures would, in effect, deny entry to about 35 percent of education majors. Consequently, waivers of entry criteria for teacher preparation programs may be justified to allow for remediation of basic skills. In turn, exit criteria would remain the minimum skill standards for practicing teachers.

Certainly, linking efforts for successful recruitment of teachers into teacher preparation programs with the introduction of standards for teacher preparation programs seems a reasonable approach to the problem.

According to the Council of Chief State School Officers Report (1984), two-thirds (31) of the states surveyed do not have a policy to recruit able students into teacher education.

Regardless, the establishment of standards for graduation from teacher education programs is emerging as a major issue in many states. In addition, financing programs and governance of programs are unsettled areas.

There is no question that competency standards implementation is a major issue in many states. The appropriate approach to use in this area, however, is not clear at this time, according to the Council of Chief State School Officers Report (1984). Whether such development of teacher preparation programs to achieve stated outcomes is best accomplished through competency testing of individuals or a competency-based program is still in question.

It is important to point out that various meanings are attached to competency as follows:

- competency in those areas important to the profession of teaching;

- competency in a subject area or a field of study;

- or competency in basic skills.

Clarity as to the meaning of competence is critical and will determine appropriate methods for measuring it.

Another aspect of the controversy over competency is that those who advocate tools to diagnose and remediate teacher education students seem to be in conflict with those advocating tools for screening or weeding out prospective teachers, according to the Council of Chief State School Officers Report (1984). Furthermore, two differing philosophies were presented in the reported devices to recruit and select able students: the one-time, paper-and-pencil evaluation, as opposed to long-term, interactive measurement devices. It is also worth noting that a 1984 Harris poll revealed that 57 percent of teachers surveyed welcome competency testing of teachers in their subject matter areas.

New Hampshire is among the growing list of states administering competency tests before certification, and Arkansas is the first state to administer competency exams to practicing teachers.

[REF: CLIMATE SURVEY 4 - 8 and 12 - SECTION III]

Teacher Certification Issues

Three types of changes in teacher certification are seen as most promising by the Council of Chief State School Officers Report (1984) as follows:

1. Increased field experience requirements before student teaching, and on-the-job experience after student teaching;

2. Demonstrated competence in basic skills subject matter content and teaching skills by all candidates; and

3. New requirements for successful on-the-job teaching experience before award of a standard certification.

Although more field experience is a generally accepted practice, competency testing is highlighted as a controversial policy development in many states. The concern is that the tests administered to teacher candidates are credible and not biased. The choice of whether to use nationally developed competency tests or to develop tests at the state level is a difficult one, according to the Council of Chief School Officers Report (1984).

Furthermore, some states emphasize testing of basic skills for certification, while others focus on testing professional knowledge of child development and pedagogy. If effective teaching requires more than basic skills competence, then the solution may be in paying attention to evaluation of actual teaching. This suggestion has been made by the Council of Chief State School Officers Report (1984).

The third area of concern for those states working to strengthen their teacher certification policies is new requirements, such as a fifth-year program for pre-service training. These internship programs are prerequisites for award of a standard certificate in some states. And they answer critics of competency testing needs, for they are acceptable to those who think written tests reveal little about "successful teachers".

The trend nationwide in teacher certification is toward more local resource use and on-site experiences in meeting certification standards. The role of institutions of higher education and local education agencies may be challenged because of this trend, notes the Council of Chief State School Officers Report (1984).

Certainly, the movement overall in teacher certification is toward a combination of approaches. When states combine competency with credit-hour requirements and local autonomy, then refinement of standards, approaches, and evaluation procedures may be called for. The Council of Chief State School Officers Report (1984) notes, however, there is overwhelming support for having well-defined policies.

[REF: CLIMATE SURVEY 15, 16, 20, 26, and 27 - SECTION III]

Recertification

Although there are some differences of opinion about the purposes of recertification--for professional growth and development or for salary increases--in-service as an approach to recertification is widely accepted. The Council of Chief State School Officers Report (1984) suggests that one of the trends in recertification that needs to be acknowledged is the movement toward more local determination of recertification needs. Local decisions, however, need to be based on firm reasons, rather than arbitrary ones, according to the Council Report.

Another certification issue that does not directly relate to recertification, but is of increasing importance, is alternative approaches to certification of persons who want to enter the teaching profession. The Council of Chief State School Officers suggests options such as: credit for work experience and competency measures as a means of qualifying those who are able graduates for certification.

(See TABLE 8: STATUS OF STATES CONCERNING ALTERNATIVES TO APPROVED COLLEGE TEACHER EDUCATION PROGRAMS FOR CERTIFYING TEACHERS: 1984 on page 29)

Although in-service is in wide use throughout the states, funding sources for teacher in-service must be carefully ascertained, according to many state reports. Designation of funding exclusively for in-service has developed into an important issue in many states. In the 1983 report, A National Emergency in Teaching, it is suggested that state education agencies should provide leadership to develop and implement a program so that one percent of each state's education budget would be allocated to the professional development of practicing teachers.

The two most common recertification policies are in-service training for an established number of hours and a required number of classroom hours beyond the bachelor's degree. In these areas the trend is toward cooperative planning among education agencies and institutions of higher education.

A survey of National Education Association members conducted in 1984 revealed that more than 7 in 10 teachers questioned objected to ndardized tests to grant teacher recertification.

Certainly, reciprocity of the certification of teachers is an issue that many states are starting to address. The strengthening of accreditation standards for institutions which prepare teachers is one approach to begin to achieve comparability in teacher preparation programs among states.

Incentive Programs

To address problems related to teacher retention demands that a variety of issues be examined. Some of these are personnel evaluations, the improvement of instruction, administrative and supervisory personnel, and professional development and recertification.

Suggestions on retention issues that need to be addressed, according to the Council of Chief State School Officers Report (1984), include: examination of working conditions, instructional support, and demands on teachers to perform a variety of non-teaching tasks.

Clearly, performance evaluation is an issue among educators. Does evaluation serve as a developmental tool to improve performance, or does it function as a negative device? The Council of Chief State School Officers suggests research is needed in the area of effective evaluation of teachers. Furthermore, this examination needs to extend to supervision of these evaluations. It is important to note that collective bargaining and tenure figure into the scenario.

Career ladders are becoming a critical part of many states' reform efforts in regard to teacher retention. Pennsylvania, Tennessee, North Carolina, and Washington are among the states that have instituted career ladders for teachers. In Tennessee, teachers who want to enter the first level of the career ladder and receive $1,000 pay supplements must submit a positive recommendation. They must also get a passing score in the National Teacher examination or a specialty area test. In addition, they have to submit a positive recommendation and a passing score on the Tennessee-developed Career Ladder Test, complete a state-approved evaluation, and participate in a state-approved staff-development program. In Washington, a Career Ladder program for Master teachers has been suggested as part of an overall education reform movement.

According to the National Center for Education Information Report (1984), all but 12 of the states surveyed are working on instituting career ladders, with 7 of the states approaching the concept of career ladders through rewards for especially competent teachers.

Of course, merit pay is also an important issue among teachers and the education community in general. Florida in 1984 developed a plan to award merit pay to entire faculties and staffs of successful schools in the Dade County School District. Dade County is the first Florida school district to approve the new state-funded "merit schools" program, which awards up to $1,500 to teachers and administrators. The Quality Instruction Incentives Program provides three levels of bonuses based on student test scores, attendance, and academic goals set by the school.

After Dade's plan is approved by the school board and the state education department, each school facility will vote on whether it wants to participate. As many as 60 schools will be eligible for merit pay bonuses, which also will provide smaller bonuses for teacher aides, secretaries, and support staff.

California has also enacted a statewide plan with incentives for teachers nominated as "mentor teachers". Those selected as mentors would receive $4,000 additional salary annually, and their duties would cover curriculum and staff development.

A different approach to incentives is found in Louisiana and Mississippi. Professional development in these states is tied to salary increments.

There are, however, many who are concerned about merit pay-based teacher salaries and other innovations. The concern with those merit systems based on testing, such as in Florida, is that cheating on testing does not occur. A major dispute has occurred in Florida over alleged falsification of student test scores.

The other side of the coin, however, is the positive results of Dallas's incentive plan. Teachers, principals, and other employees at 46 Dallas schools will receive $3 million in cash bonuses under the district's salary incentive plan. School officials said they were pleased with the first year of the program and termed it very successful, despite criticism from the district teacher organizations. Results showed that of the district's 180 schools, exactly 50 percent posted an increase in teacher attendance, and 92 percent increased student attendance. Furthermore, about half of the schools accomplished test scores in excess of projected expectations based on a three-year student history. In addition, scores increased at most schools. The goals of the program included both improved achievement and better attendance by students and teachers.

To conclude Section II of the Climate Survey, the researchers' comments at a convention for legislators held in Boston in July 1984, are worth noting. These researchers pointed out that states are only at the beginning of needed school reforms. They also told the 10th annual meeting of the National Conference of State Legislatures that some school reforms may fall wide of their mark, while others may solve one problem, only to create another.

State actions in the area of reforms during 1983 could be divided into two categories, said Susan Fuhrman, Senior Research Associate with the Eagleton Institute of Politics at Rutgers University. The "comprehensive reform" states have enacted new curriculum, certification, and testing of teachers. They also have increased school funding by 6 to 17 percent. Those states include Arkansas, California, Florida, Tennessee, North Carolina, South Carolina, and Texas, she said. The rest of the states with new efforts on their books have passed less comprehensive reforms.

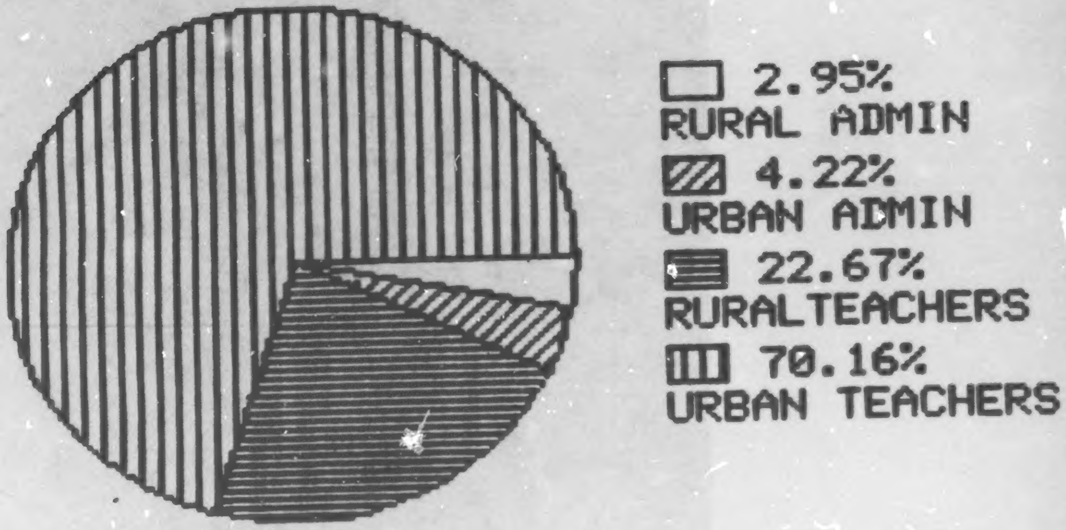
At this convention, Fuhrman said she was generally encouraged by the reforms, but she also believes educators and legislators have been guilty of "real and potential sins of commission or omission." The reform "hoopla," she said, may be creating unrealistic expectations among the public. "Education reform is a long, slow, and complex process. It may be five to ten years before we see an improvement in test scores," she said. She urged the several hundred legislators attending the panel session to set interim goals, such as increasing school attendance, before seeking test-score improvement.

SECTION III

STATEWIDE CLIMATE SURVEY

Statistical Results and Data Analysis

FIGURE A



GEOGRAPHIC REPRESENTATION

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Results of the Second Round of the DELPHI Survey

A second survey was mailed to all initial survey respondents who indicated an interest in participating in the second round, along with a brief summary of the results of the first survey. Respondents were asked to indicate any differences of opinion between the survey results and their own opinions. Nearly 1,880 surveys were mailed out in this second round.

There were actually very few changed responses received in the second round of the DELPHI survey; 910 second round surveys were returned, with 413 teachers and 39 administrators changing their earlier responses. 95 responses were from rural areas and 280 were from urban school districts. The results of this second survey were tabulated and frequencies of response were examined for any trends which would contradict the initial survey findings.

Review of the second round DELPHI survey data indicates that no findings are contradictory to the initial survey. Since the response rate was not very large, one might assume that most of those surveyed agreed with the results of the first round of the survey.

Statement 1: The following education agencies should take a leadership role in attracting persons into the teaching profession:

a. Department of Education
b. University of Alaska
c. Private Institutions of Higher Education
d. Local Education Agencies

Of the rural teachers responding, 70.4% favored Department of Education recruitment of persons into the teaching profession. 72.4% of rural administrators favor Department of Education recruitment. Slightly fewer urban teacher, 60.6%, favor the Department of Education taking a leadership role in attracting people to the teaching profession. 71.6% of the urban administrators who responded favored this leadership role. Please see Figure 1a for a display of this information.

78.1% of rural teachers and 89.5% of rural administrators favor this type of recruiting effort being undertaken by the University of Alaska. Urban teachers also favor the University of Alaska attracting persons into the teaching profession, 72.3% indicate this opinion. Administrators in urban districts also favor the leadership of University of Alaska, with 89% responding favorably. Please refer to Figure 1b.

In responding to the idea of private institutions of higher education taking a leadership role in attracting people to the teaching profession, 71.6% of rural teachers favored the notion, while 78.9% of rural administrators favored it. 67.3% of urban teachers and 83.5% of urban administrators favored this idea. Please see Figure 1c for a display of this information.

All groups of respondents also favored the notion of local education agencies providing leadership in recruiting people to the teaching profession. 66% of rural teachers, 75% of rural administrators, 61% of urban teachers, and 79.8% of urban administrators were in favor of local school district involvement and leadership. Please see Figure 1d.

> Rural administrators and teachers, as well as urban teachers and administrators favor the leadership of all groups mentioned in attracting persons to the teaching profession in the State of Alaska.

Figure 1: Responses to the Statement

"The following education agencies should take a leadership role in attracting persons into the teaching profession"

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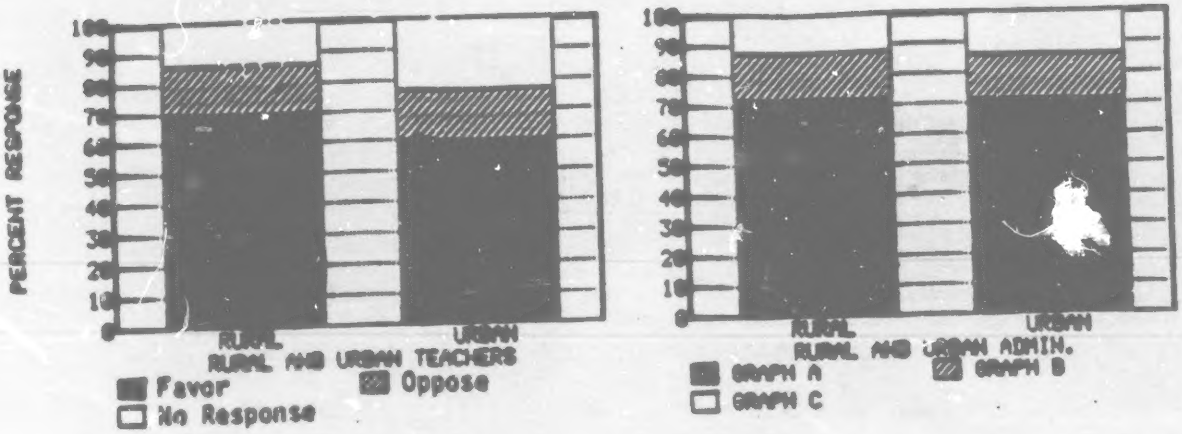
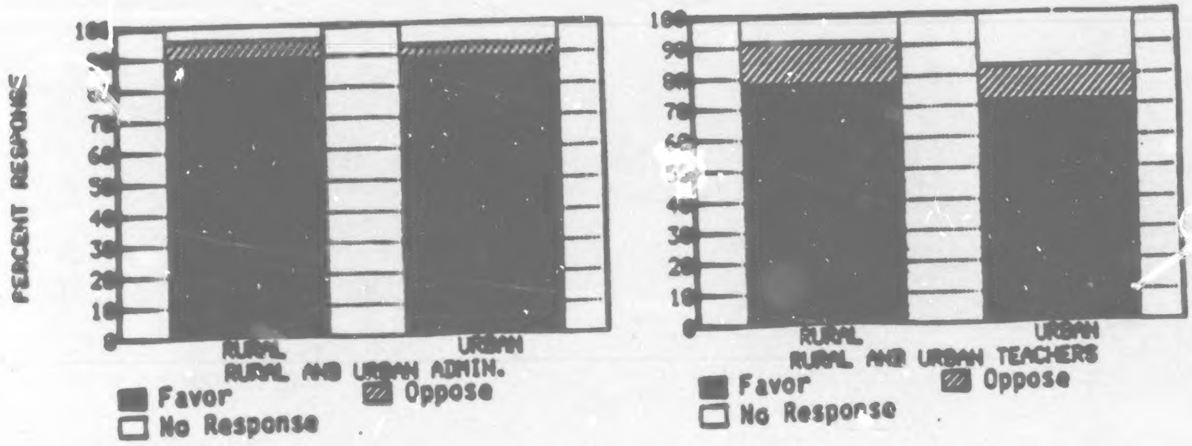
1a. "Department of Education"



1b. "University of Alaska"



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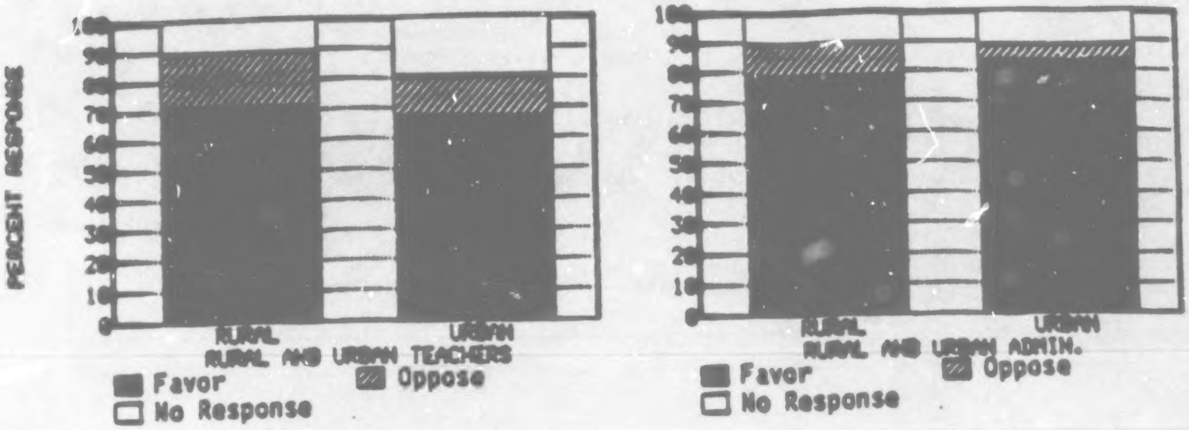
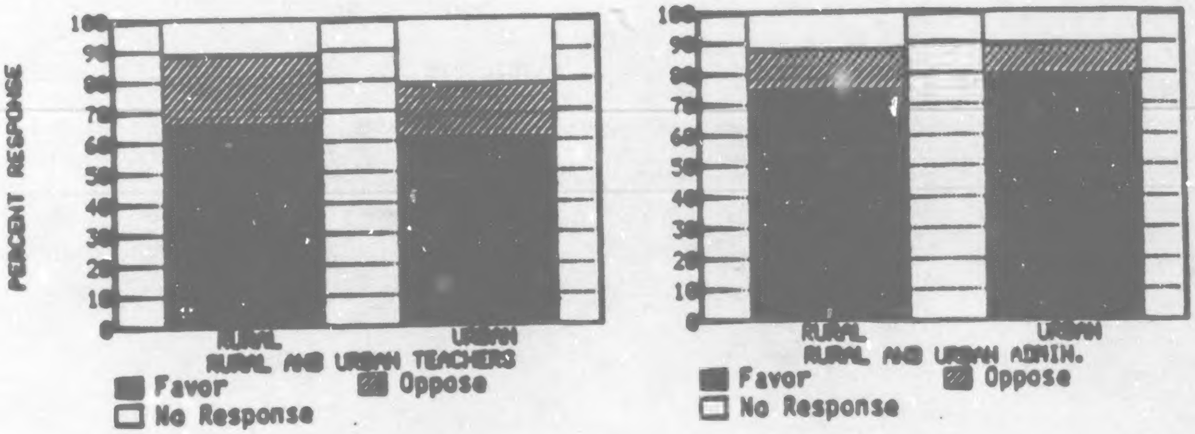
1c. "Private Institutions of Higher Education"



1d. "Local education agencies"



Statement 2: The Alaska Department of Education should become actively involved in screening prospective teacher candidates seeking initial employment in Alaska schools.

Of the rural teachers responding to this item, 54% oppose the idea of the Department of Education screening prospective teachers. Rural administrators also oppose the idea, with 64.5% of the respondents indicating opposition to Department of Education involvement in initial screening of prospective teachers. 57.3% of urban teachers and 56.9% of urban administrators also oppose the idea. Please see Figure 2 for a display of the data on this issue.

> All groups of respondents oppose the notion of the Department of Education becoming actively involved in screening prospective teacher candidates seeking initial employment in Alaska schools.

Statement 3: A screening system should include testing and other evaluative procedures for assessing qualities needed by those wishing to become employed as teachers and administrators in Alaska.

71.8% of rural teachers and 71.1% of rural administrators favor the use of testing and other evaluative procedures to screen prospective teachers and administrators. 73.7% of urban teachers and 82.6% of urban administrators also favor the use of evaluative procedures to screen prospective teachers and administrators. Please see Figure 3 for a display of the data about this issue.

> All groups of respondents favor the inclusion of testing and other evaluative procedures for assessing qualities needed by those wishing to enter the education profession in Alaska as teachers and administrators.

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Figure 2: Responses to the Statement

"The Alaska Department of Education should become actively involved in screening initial employment in Alaska schools"

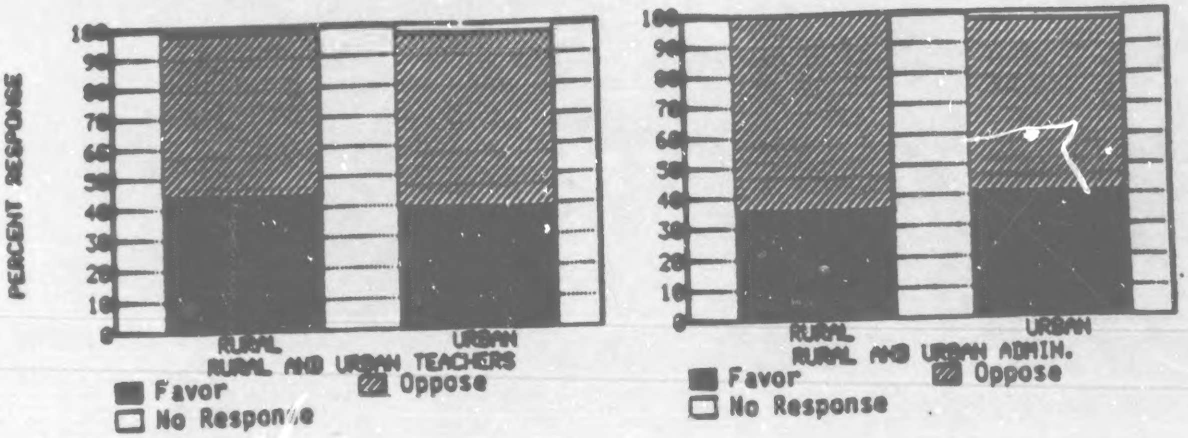
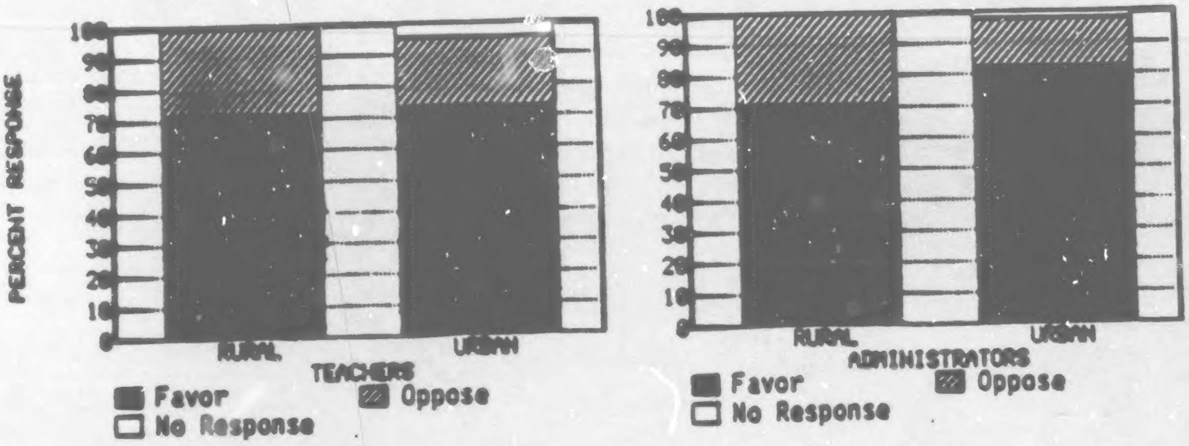


Figure 3: Responses to the Statement

"A screening system should include testing and other evaluative procedures for assessing qualities needed by those wishing to become employed as teachers and administrators in Alaska"



Statement 4: Minimum grade point averages (GPA) and/or academic standards should be required for entry into Alaskan teacher preparation programs.

Both rural teachers (71.8%) and rural administrators (71.1%) favor this type of requirement for entry into teacher preparation programs. Urban teachers (73.7%) and urban administrators (82.6%) agree that minimum grade point averages and/or academic standards should be required for participation in teacher training programs in Alaska. Please see the graphs in Figure 4.

> All groups of respondents favor the use of minimum grade point averages and/or other academic standards as entry requirements for Alaska teacher preparation programs.

Statement 5: Minimum GPA and/or academic standards should be required by the Department of Education prior to issuance of the initial teaching certificate.

Approximately two-thirds of rural teachers and administrators (67% and 67.1% respectively) favor the Department of Education requiring minimum GPA standards for the issuance of initial teaching certificates.

Slightly fewer urban teachers (65.9%) and slightly more urban administrators (73.4%) favor this suggested change in present certification policy. Please see Figure 5 for a display of this data.

> All groups of respondents favor the institution GPA and/or other academic standards as requirements for the issuance of the initial teaching certificate.

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Figure 4: Responses to the Statement

"Minimum grade point averages (GPA) and/or academic standards should be required for entry into Alaska teacher preparation programs"

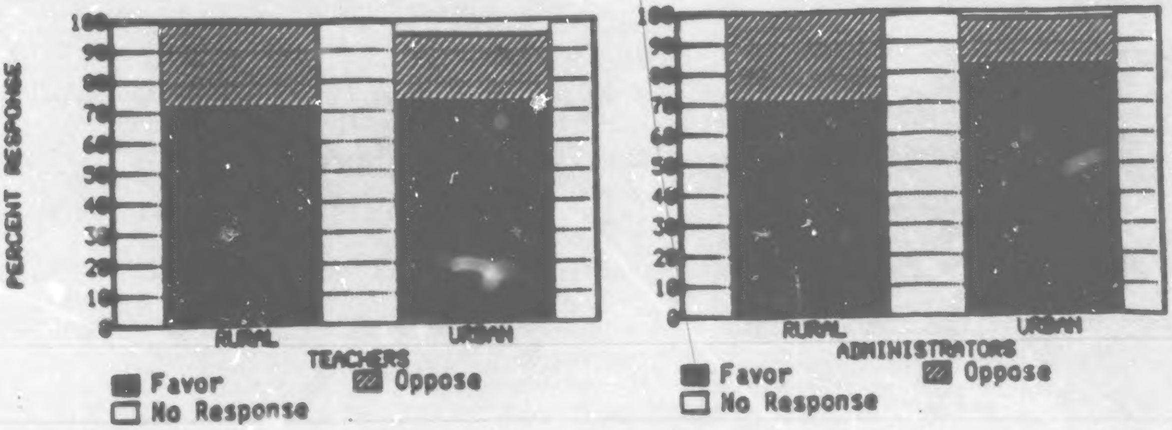
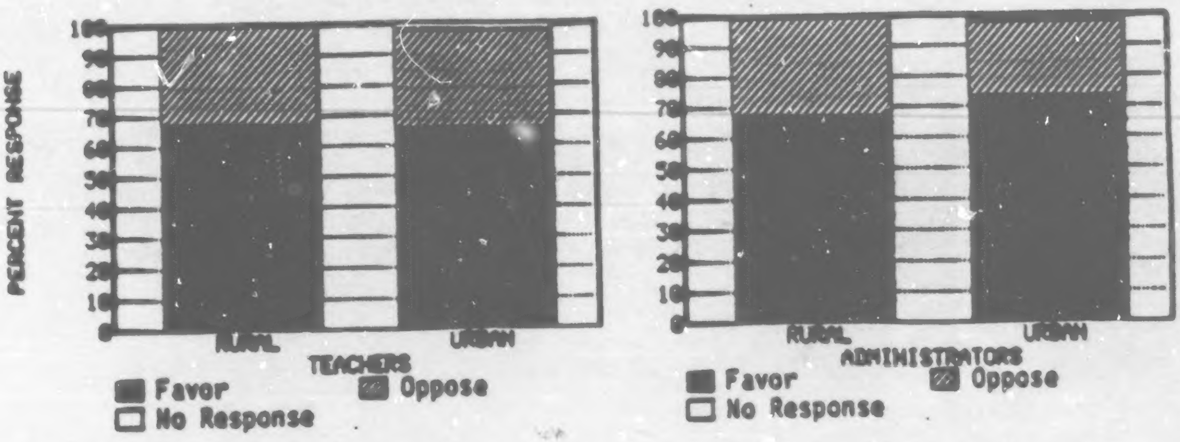


Figure 5: Responses to the Statement

"Minimum GPA and/or academic standards should be required by the Department of Education prior to issuance of the initial teaching certificate"



Statement 6: In addition to the GPA and academic standards noted above, the Alaska Department of Education should consider confirmation of communication skills, teaching skills, interpersonal skills and management skills prior to issuance of:

a. Initial teaching/administrative certificate

b. Certificate renewal

Fewer rural teachers than rural administrators favor this proposed change in the requirements for initial teaching/administrative certificate. 55.6% of rural teachers as compared to 65.8% of rural administrators favor the change. Similar proportions of urban teachers and administrators favor the prospect of requiring confirmation of communication skills, teaching skill, interpersonal and management skills for initial certification (53.6% and 67% respectively). Please see Figure 6.1.

Both rural teachers and urban teachers oppose the proposed change in requirements for certificate renewal (54% and 56.4% respectively). Rural and urban administrators, by contrast, favor the requirement to confirm various skills prior to certificate renewal. 53.9% of rural administrators who responded to the survey favor the change and 51.4% of urban administrators concur. Please see Figures 6b and 6c for a graphic display of this information.

The data on certificate renewal skills assessment for teachers and administrators was subjected to a t-test to determine whether the observed difference was within acceptable limits. The observed value of "t" for these two groups was 3.83, providing significance beyond the .01 level.

> All groups responding favor the confirmation of communication, teaching, interpersonal and management skills for initial certification. However, teachers oppose the confirmation of such skills for certificate renewal. Both rural and urban administrators favor confirmation of communication, teaching, interpersonal and management skills for certificate renewal. Differences between teachers and administrators were found to be statistically significant beyond the .01 level based on the t-test results. Thus, one can be about ninety-nine percent confident that the observed difference is not due to some chance difference, but rather reflects true differences in opinion.

Figure 6: Responses to the Statement

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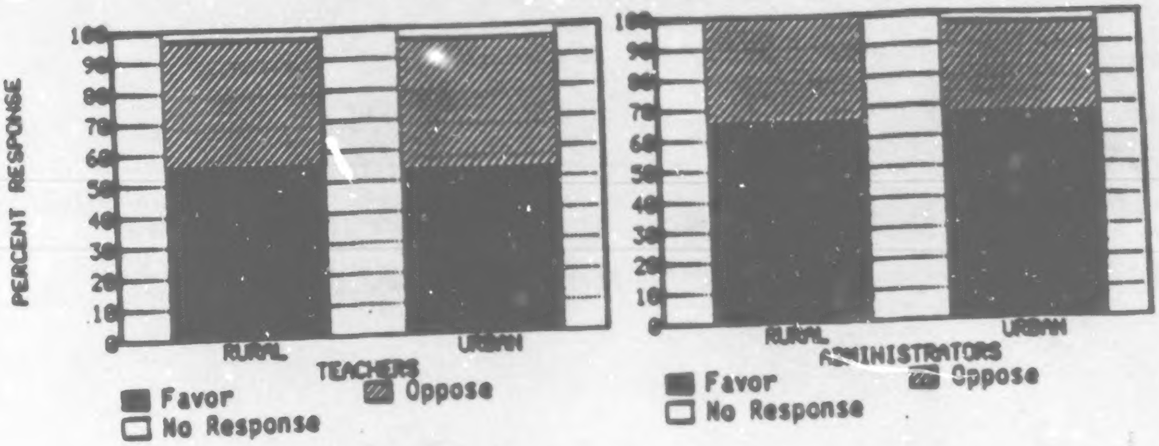
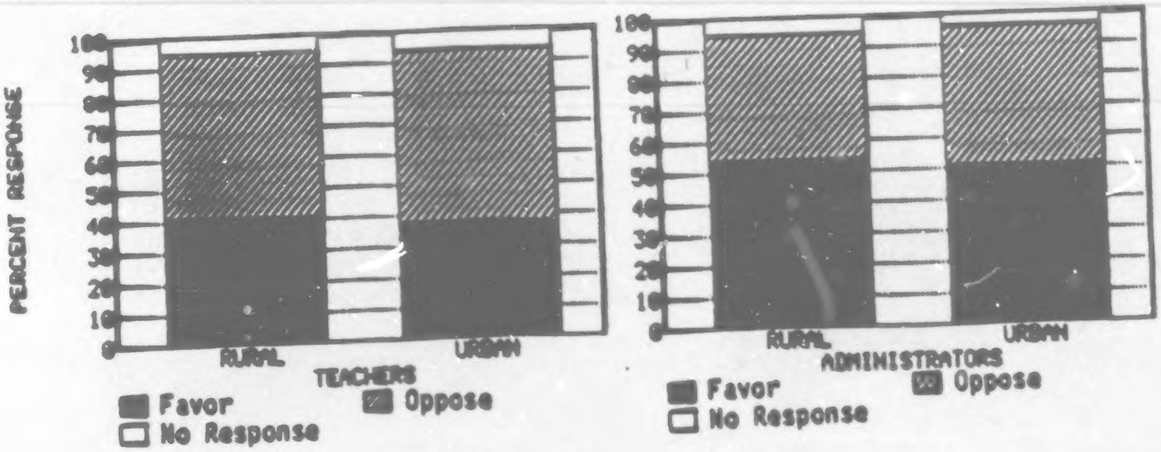
*"In addition to the GPA and academic standards noted above, the Alaska Department of Education should consider confirmation of communication skills, teaching skills, interpersonal and management skills, prior to the issuance of:"

6a. "Initial teaching/administrative certificate"



6b. "Certificate renewal"



*Significant difference between teachers and Administrators (at .01 level)   See Graph 6.1

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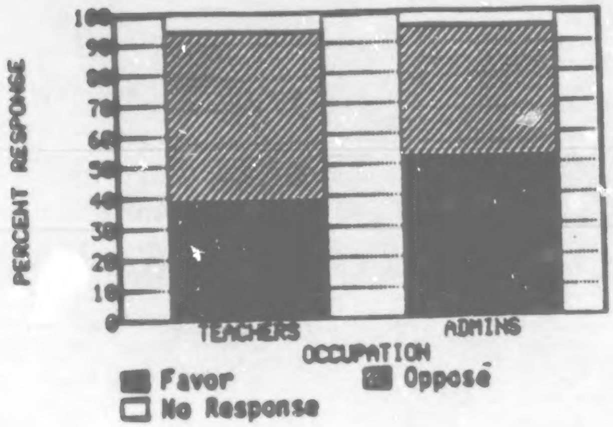
Figure 6.1: Significant difference between teachers and administrators



Statement 7: Criteria for initial teacher certification should include consideration of the areas below. Each of the items listed would be designed to assess whether or not persons are ready to teach:

a. training program admission standards of preparing institution;
b. student performance in training program;
c. subject area competence;
d. teaching competence.

Training Program Administrations Standards of Preparing Institution:

There was broad support of this requirement for certification. 83.8% of rural teachers and 84.2% of rural administrators supported this notion. 86.4% of urban teachers and 89% of urban administrators also supported the notion that training program admission standards should plan a part in the assessment of whether persons are ready to teach. Please see Figure 7a for a graphic display of this data.

Student Performance in Training Program:

All groups of respondents were in favor of the use of student teaching performance data as a criterion for initial certification. 87.7% of rural teachers and 92.1% of rural administrators favor this requirement. 90.9% of urban teachers and 97.2% of urban administrators also favor use of student teaching performance data for screening teachers in the initial certification process. Please see Figure 7b.

Subject Area Competence:

There was also broad support for this requirement by all groups surveyed. 86.7% of rural teachers and 93.4% of rural administrators favor this type of assessment. 91.8% of urban teachers and 98.2% of urban administrators responded in support of subject area competence requirements. See Figure 7c.

Teaching Competence:

All groups of respondents favor the demonstration of teaching competence as a requirement for initial teacher certification. 84.1% of rural teachers, 93.4% of rural administrators, 88.5% of urban teachers, and 97.2% of urban administrators. Please see Figure 7d for a display of the data on this issue.

> Responses to the survey indicate broad support for all four requirements playing a part in the initial teacher certification process.

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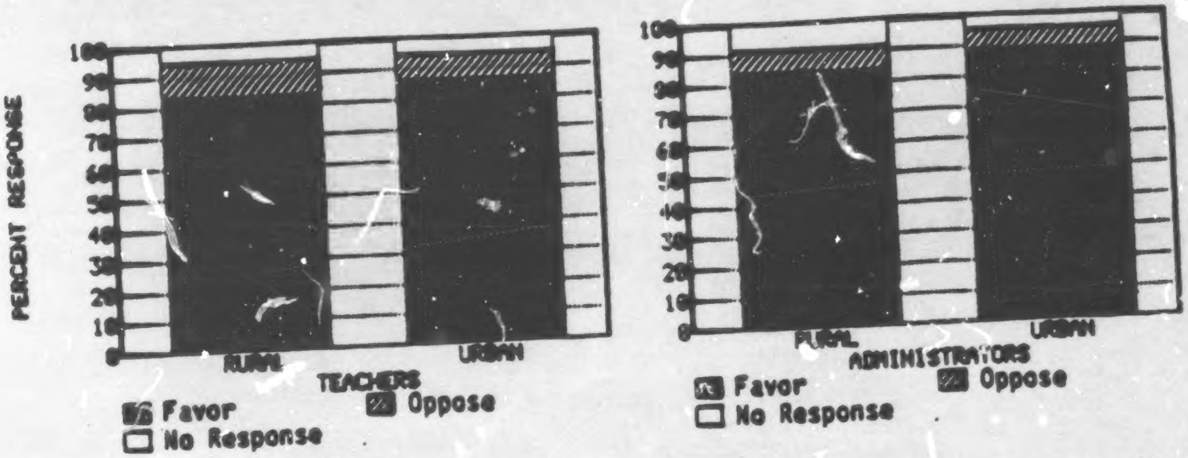
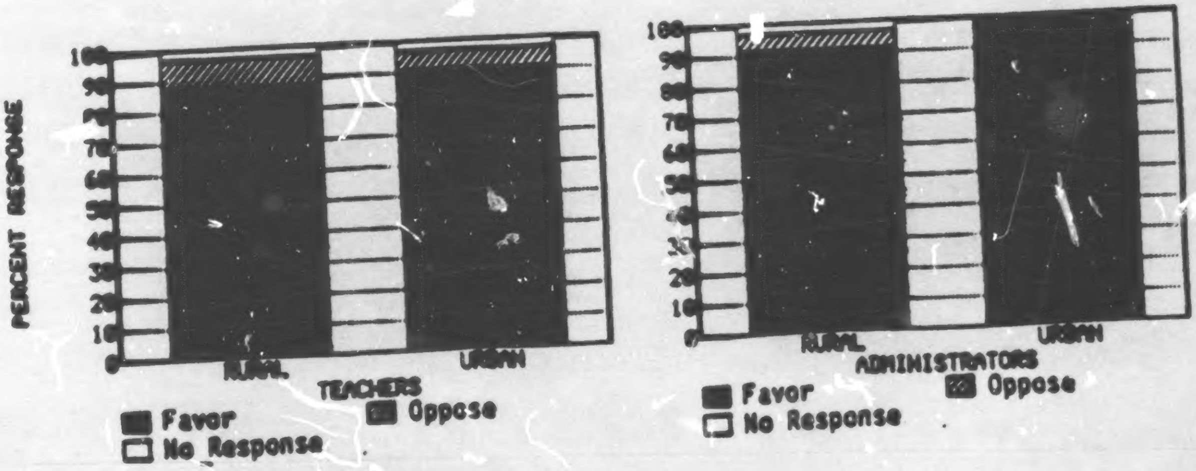
Figure 7: Responses to the Statement

"Criteria for initial teacher certification should include consideration of the areas below. Each of the items listed would be designed to assess whether or not persons are ready to teach:"

7a. "Training program admission standards of preparing institution"



7b. "Student performance in training program"



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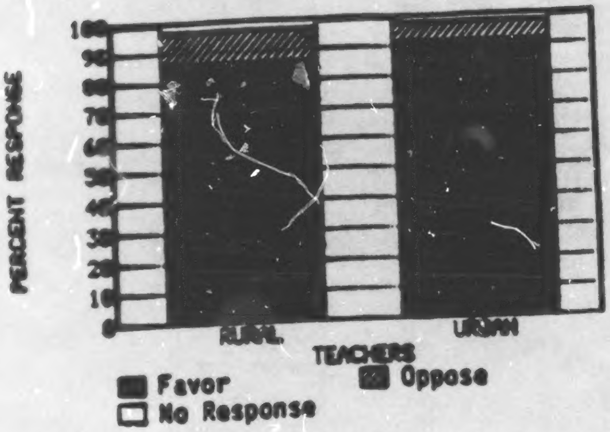
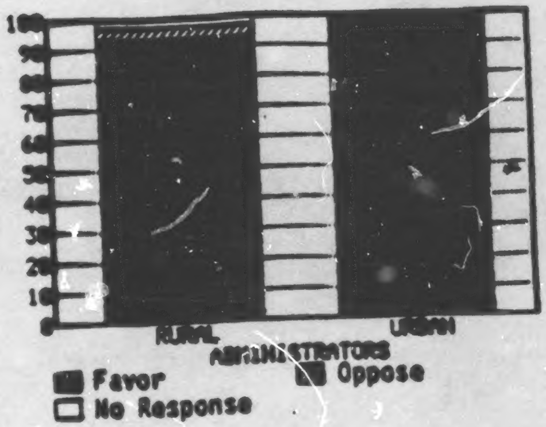
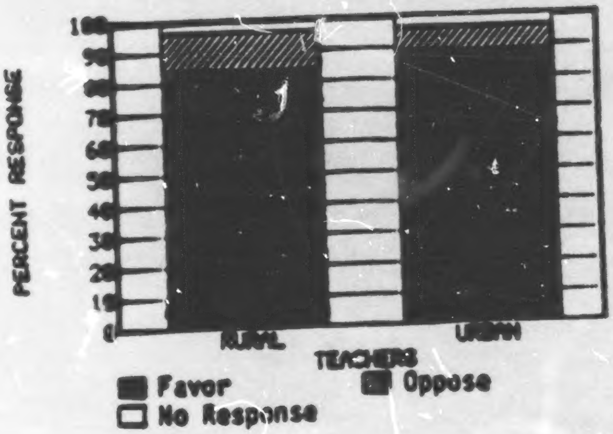
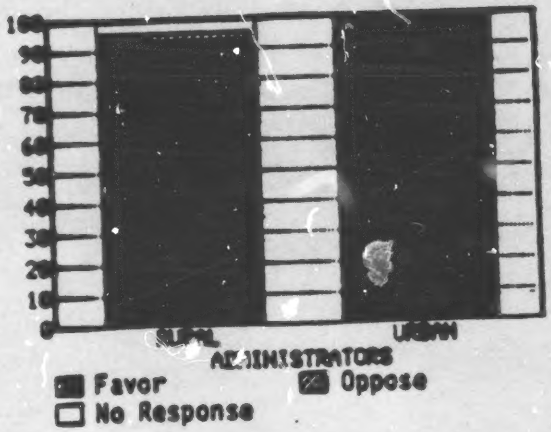
7c. "Subject area competence"





7d. "Teaching competence"





Statement 8: Persons enrolled in elementary or secondary teacher preparation programs should have liberal arts training and should be given an opportunity to acquire a balanced teacher preparation program.

All groups of respondents favor the idea that teacher preparation should include liberal arts training. 79% of rural teachers, 76.3% of rural administrators, 78.2% of urban teachers, and 83.5% of urban administrators support the notion of liberal arts training being a part of all teacher preparation. Please see Figure 8.

> Generally, teachers and administrators favor the notion that liberal arts training should be part of both elementary and secondary teacher preparation programs.

Statement 9: Teacher preparation programs should be modified to provide for an increase in the amount of time allotted to:

a. the learning of teaching skills;

b. evaluation of the student teacher by those who are competent to do so, including local school staff;

c. cross-cultural education;

d. areas which make teaching in some Alaskan schools a unique experience, i.e. rural isolated schools.

Teaching Skills:

The notion of increasing the amount of time allotted to training in specific teaching skills was favored by all groups. 83.9% of rural teachers, 89.5% of rural administrators, 76.4% of urban teachers, and 92.7% of urban administrators demonstrated a favorable attitude toward increasing the emphasis on training students in teaching skills. Please see Figure 9a.

Evaluation of Student Teachers:

There appears to be broad support for the notion of increasing the emphasis on evaluation of student teachers during their training. 80.5% of rural teachers, 86.8% of rural of rural administrators, 84.9% of urban teachers, and 94.5% of urban administrators favor increased emphasis in this area. Figure 9b is a graphic presentation of this data.

Cross-cultural Education: All groups of respondents favor an increase in emphasis on cross-cultural education. 77.8% of rural teachers, 82.9 of rural administrators, 72.6 of urban teachers, and 80.7% of urban administrators responding expressed support for an increased amount of training time allocated to this area of study. Please see Figure 9c.

Unique Alaskan Experience: All groups of respondents also favor increasing the emphasis on preparing teachers for the isolation and rural character of many Alaskan schools. 81.2% of rural teachers, 88.2% of rural administrators, 74% of urban teachers, and 82.6% of urban administrators favor such a change in emphasis. See Figure 9d.

> There is unanimous support for increased emphasis on these four areas in teacher training programs. Teachers and administrators alike favor more emphasis on teaching skills, student evaluations, cross-culture education, and the unique rural character of many Alaskan schools.

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Figure 8: Responses to the Statement

"Persons enrolled in elementary or secondary teacher preparation programs should have liberal arts training and should be given an opportunity to acquire a balance teacher preparation program"

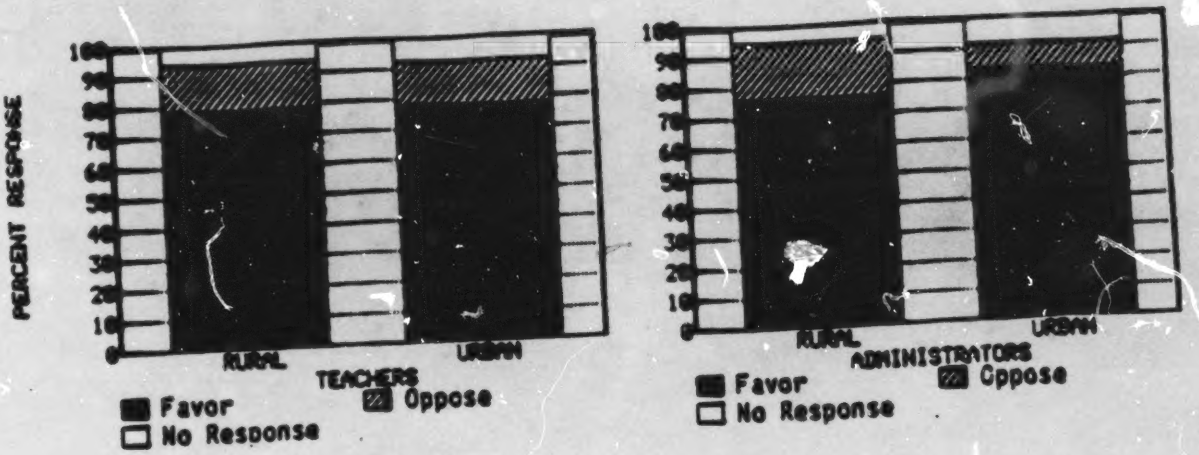
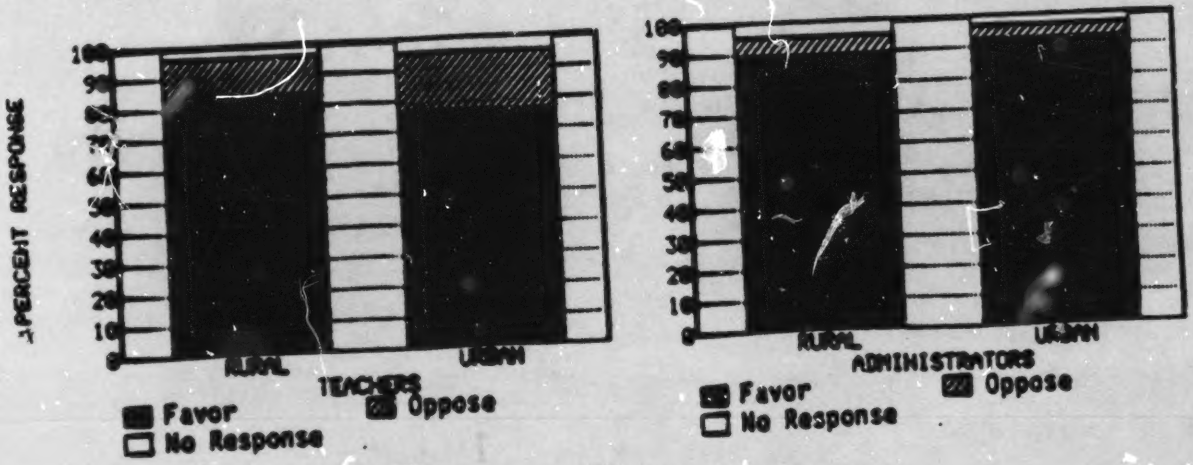


Figure 9: Responses to the Statement

"Teacher preparation programs should be modified to provide for an increase in the amount of time alloted to:"

9a. "the learning of teaching skills"



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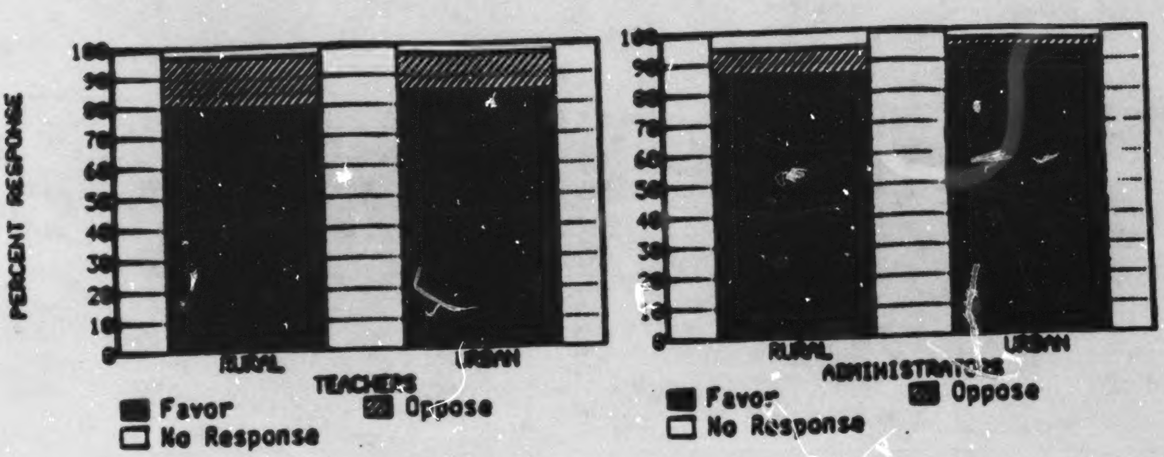
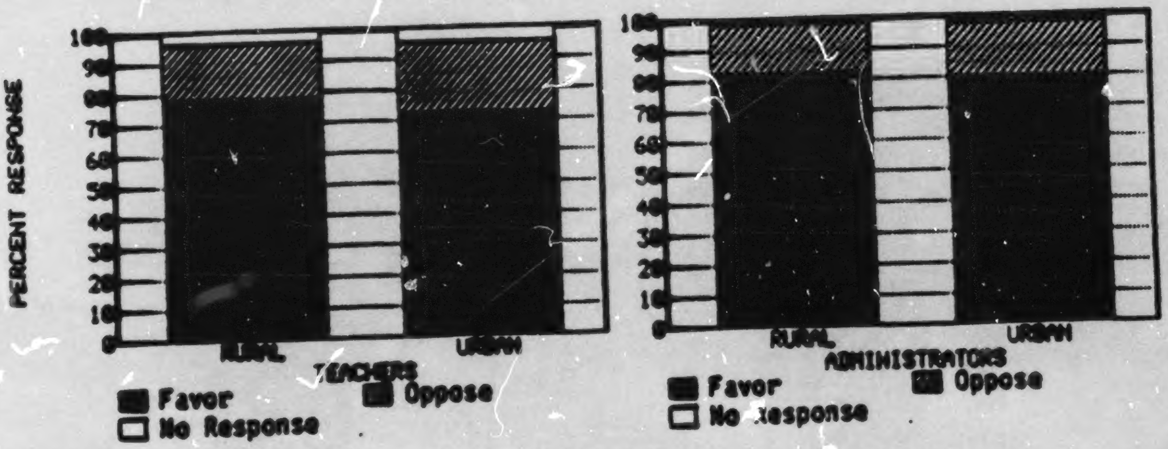
9b. "evaluation of the student teacher by those who are competent to do so, including local school staff"



9c. "cross-cultural education"



Statement 10: The Alaska Department of Education should earmark financial aid to highly able, full-time college students who are committed to teaching careers in the State's public schools.

All respondent groups favor the proposition to earmark financial aid to able, full-time students. 76.9% of rural teachers, 61.8% of rural administrators, 70.4% of urban teachers, and 65.1% of urban administrators are in favor of such a system of financial aid to promising prospective teachers. Figure 10 shows the survey results for this issue.

> **Most teachers and administrators favor the institution of a system of financial aid to highly able, full-time college students who are committed to teaching in Alaskan schools.**

Statement 11: Policies for changing and approving programs of teacher preparation should be accomplished through cooperative efforts between the following groups:

a. Alaska Department of Education;
b. institutions of higher education;
c. local school districts.

Both rural and urban teachers and administrators support the notion of the Alaska Department of Education setting policies for changing and approving programs of teacher preparation cooperatively with other

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Statement 11: Policies for changing and approving programs of teacher preparation should be accomplished through cooperative efforts between the following groups:

a. Alaska Department of Education;
b. institutions of higher education;
c. local school districts.

Both rural and urban teachers and administrators support the notion of the Alaska Department of Education setting policies for changing and approving programs of teacher preparation cooperatively with other groups. 81.5% of rural teachers, 86.8% of rural administrators, 72.4% of urban teachers, and 92.7% of urban administrators favor such participation in policy setting. See Figure 11a.

All groups of respondents also favor the participation of institutions of higher education in policy setting activities related to changes in programs of teacher preparation. 92.3% of rural teachers, 92.1% of rural administrators, 89.2% of urban teachers, and 96.3% of urban administrators favor the participation of higher institutions of education in such policy decisions. See Figure 11b.

Although fewer teachers favor the participation of local school districts in policy setting activities related to programs of teacher preparation, over 50% of all groups still favor the participation of districts. 62.6% of rural teachers, 78.9% of rural administrators, 64% of urban teachers, and 86.2% of urban administrators favor the participation of local districts in such policy making activities. Please see Figure 11c.

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9d. "areas which make teaching in some Alaska schools a unique experience, i.e. rural/isolated schools"

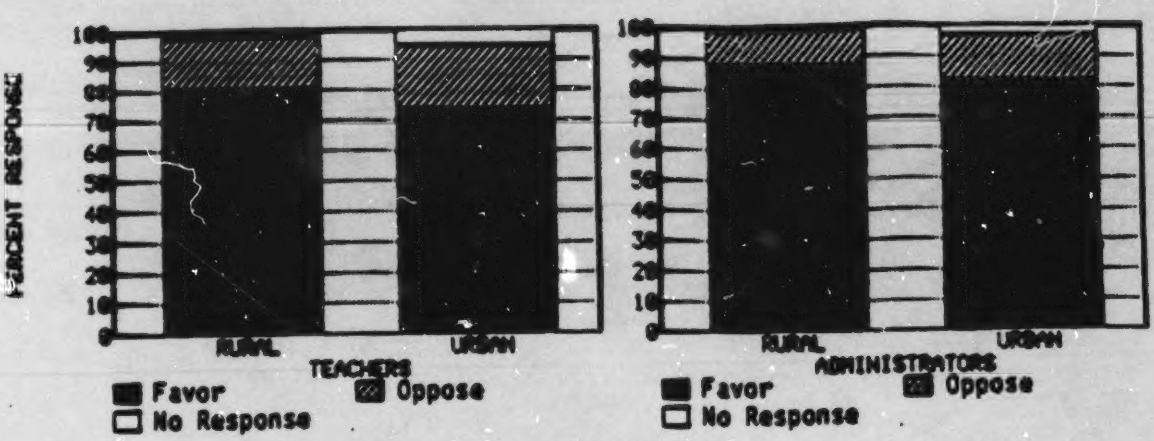

Figure 10: Responses to the Statement

"The Alaska Department of Education should earmark financial aid to highly able, full-time college students who are committed to teaching careers in the state's public schools"

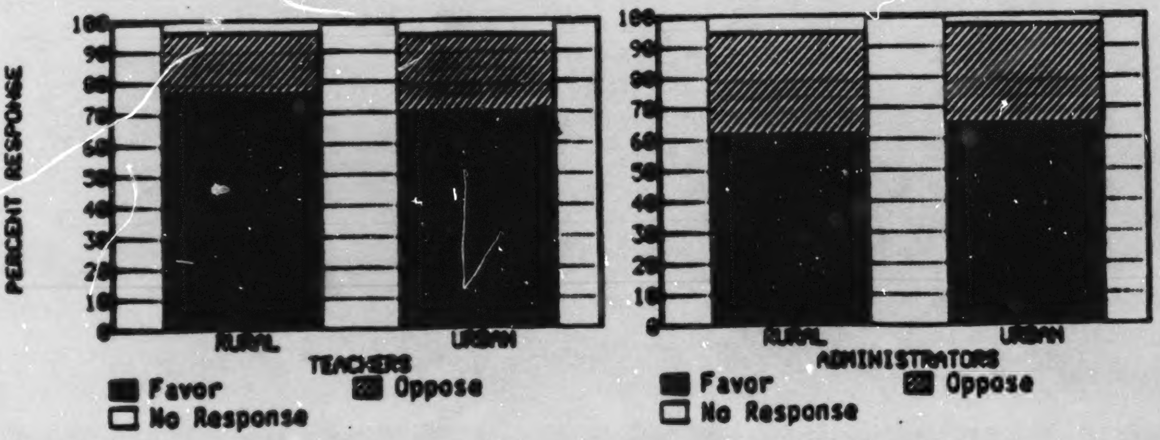

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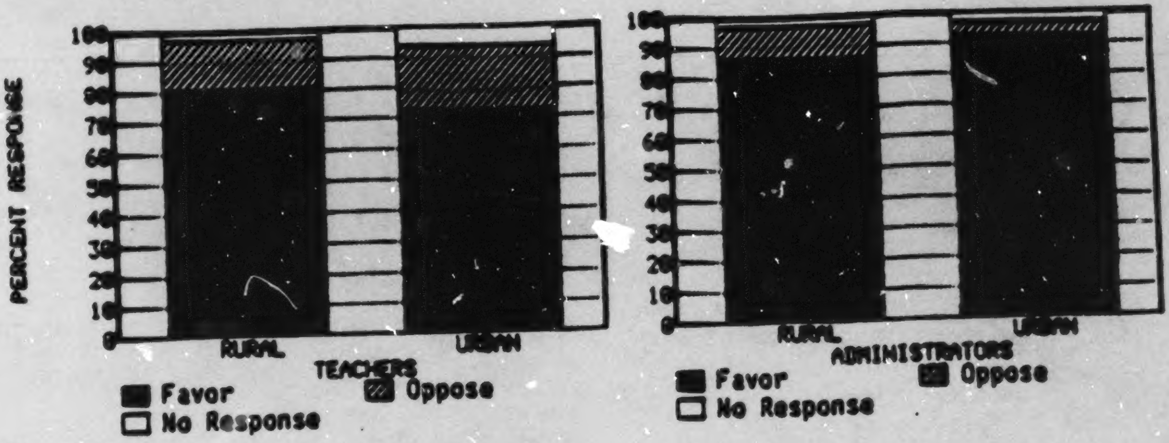
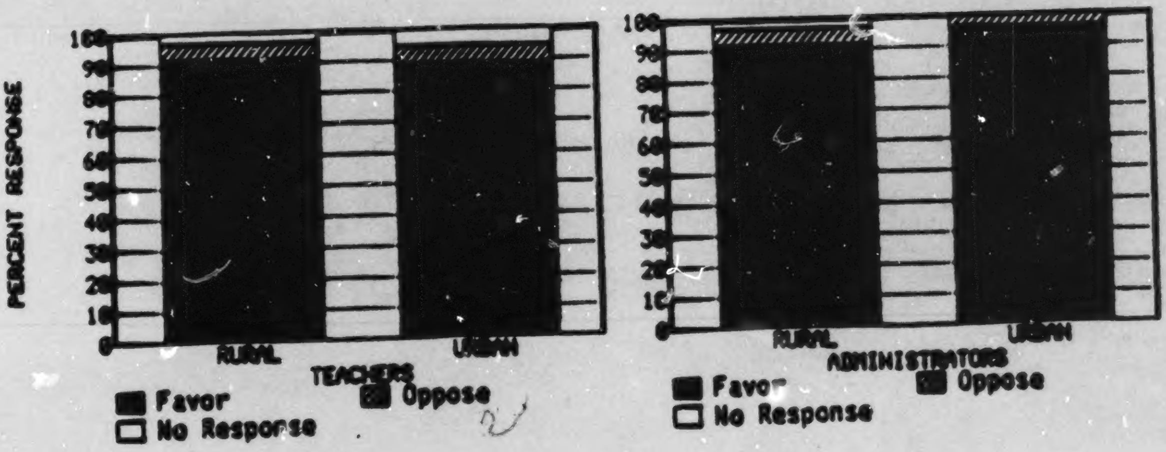
Figure 11: Responses to the Statement

"Policies for changing and approving programs of teacher preparation should be accomplished through cooperative efforts between the following groups:"

11a. "Alaska Department of Education"



11b. "Institute of Higher Education"



> Administrators and teachers agree that the participation of the Department of Education, institutions of higher education, and local school districts is important to accomplishing policy changes and approving programs of teacher preparation.

Statement 12: Policies noted in Item 11 should include implementation of a system of program approval for competency-based teacher preparation programs.

Again, teachers do not favor this notion as strongly as administrators, but all groups do show more than 50% of respondents favoring a program approval for competency-based teacher preparation programs. 57.6% of rural teacher, 63.2% of rural administrators, 52.8% of urban teachers, and 83.5% of urban administrators are in favor of implementing such a system of program approval. Please see Figure 12.

> All groups favor the implementation of a system of program approval for competency-based teacher preparation programs.

Statement 13: The State Board of Education should support alternative teacher preparatory programs, but not decrease standards.

All groups of respondents tend to favor alternative teacher preparatory programs. 74.4% of rural teachers, 69.7% of rural administrators, 77% of urban teachers, and 73.4% of urban administrators reported a favorable opinion of alternative teacher training programs. Please refer to Figure 13.

Teachers and administrators agree that the State Board of Education should support alternative teacher preparatory programs, but not decrease standards.

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11c. "Local school districts"

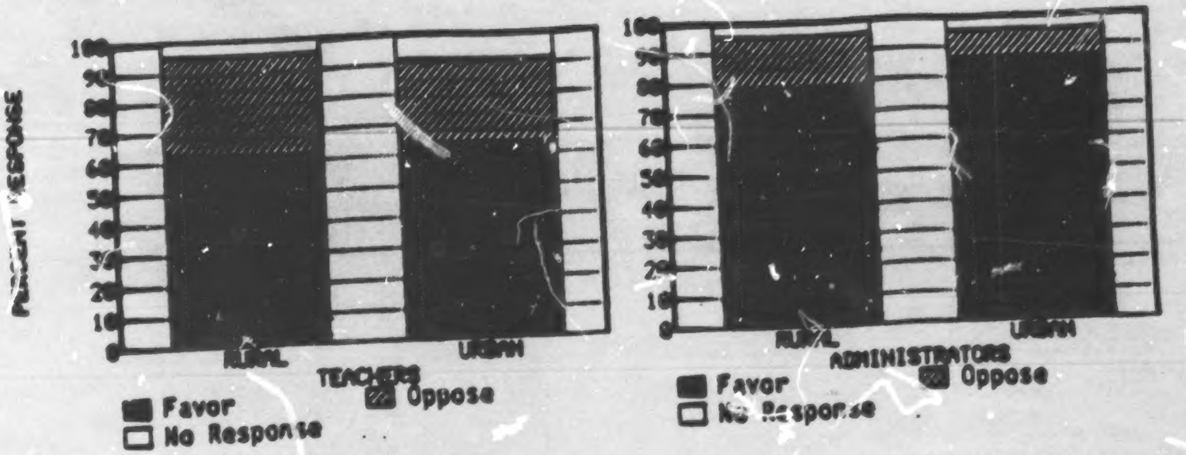
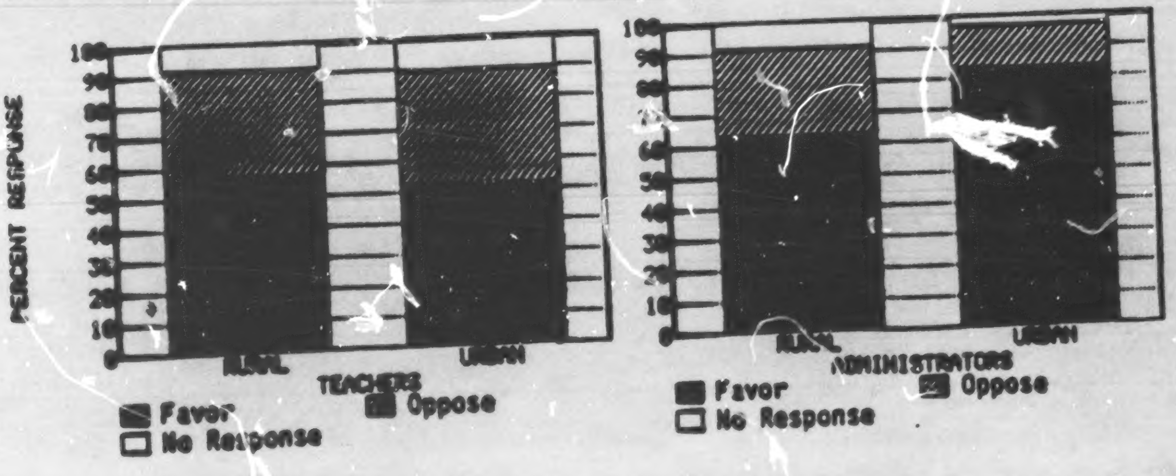


Figure 12: Responses to the Statement

"Policies noted in Item No. 11 should include implementation of a system of program approval for competency-based teacher preparation programs"



Statement 14: The Alaska Department of Education should develop alternative approaches to certifying persons who do not presently hold a teaching certificate and desire to enter the teaching profession provided they actively take part in summer teacher training programs, fifth-year teacher training programs, or specially designed in-service training programs.

All groups of respondents support the notion of developing alternative approaches to certifying people who desire to enter the teaching profession, given certain additional training. 60.2% of rural teachers, 71.1% of rural administrators, 56.2% of urban teachers, and 70.6% of urban administrators favor this idea. See Figure 14.

> Teachers and administrators alike support the notion of developing alternative approaches to certifying individuals who desire to enter the teaching profession to encourage recruitment of teachers in certain specialty fields.

Statement 15: Teacher certification should be limited to individuals who at a minimum have completed a four-year college degree which includes core professional education courses.

The responses indicate strong support of all groups for this limitation on the certification of teachers, 82.5% of rural teachers, 75% of rural administrators, 85.2% of urban teachers, and 87.2% of urban administrators favored requiring at least a four-year college degree and core professional education courses. Please refer to Figure 15 for a graphic display of the results.

> Teachers and administrators alike favor limiting certification to individuals with at least a four-year college degree and core professional education courses.

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Figure 13: Responses to the Statement

"The State Board of Education should support alternative teacher preparatory programs but not decrease standards"

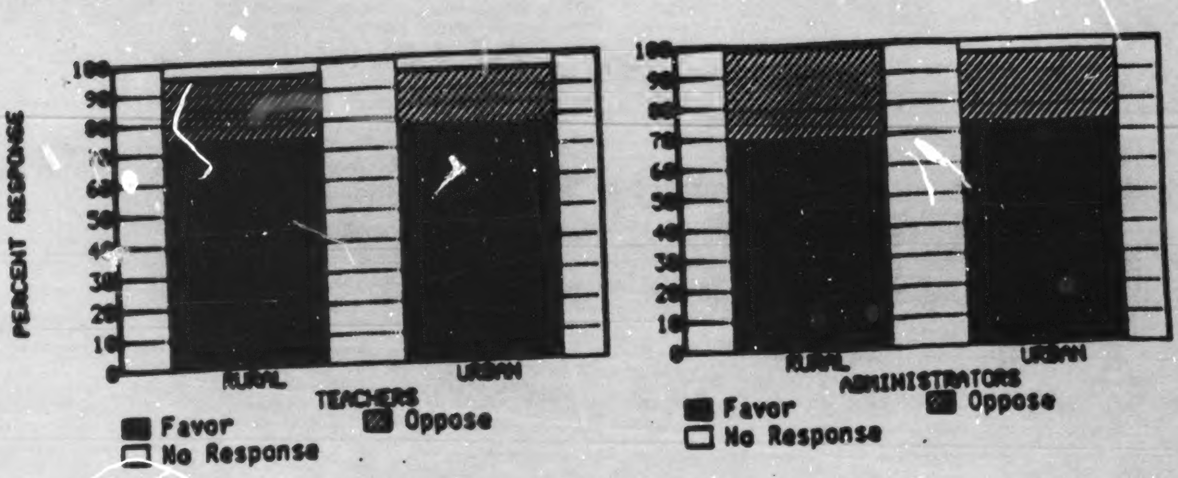
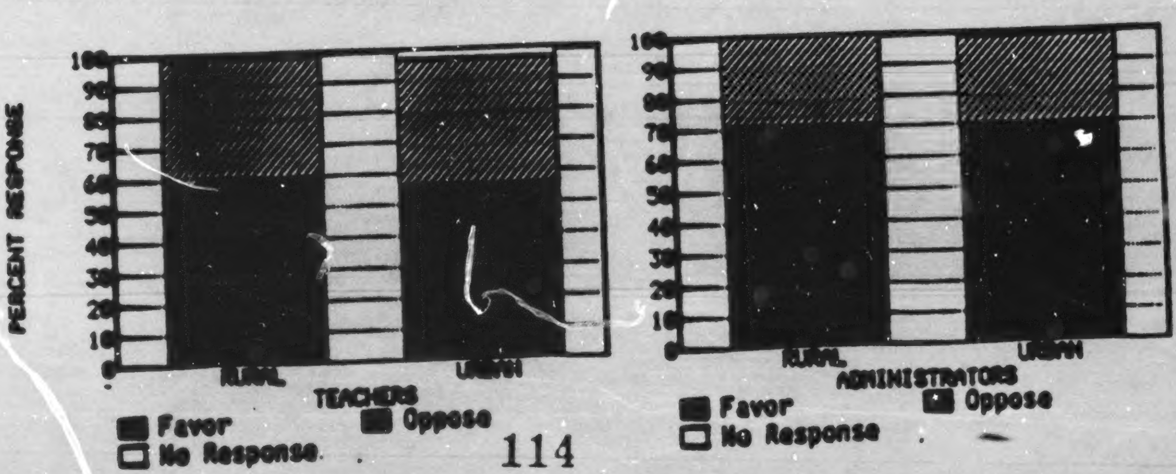


Figure 14: Responses to the Statement

"The Alaska Department of Education should develop alternative approaches to certifying persons who do not presently hold a teaching certificate and desire to enter the teaching profession provided they actively take part in planned summer teacher training programs, fifth-year teacher training programs, or specially designed in-service training activities"



Statement 16: The Department of Education should explore a two-step teacher certification process.

There were marked differences between the responses of teachers and administrators to the notion of a two-step teacher certification process. The majority of rural teachers (58.1%) and urban teachers (56.6%) oppose the notion of a two-step teacher certification. While the majority of urban and rural administrators favor the idea (71.6% and 67.1% respectively). When all teachers are compared to all administrators, the differences become a bit more apparent. 56.5% of teachers oppose the idea, while 69.5% of administrators favor it. Please refer to Figure 16.1 for a graphic display of the differences.

The data on this particular item was subjected to the t-test producing an observed value of 9.35. This observed value of "t" is statistically significant at or beyond the .01 level.

> **The majority of teachers oppose the notion of a two-step teacher certification process. Administrators, on the other hand, favor the idea of issuing a short-term provisional certificate with regular certification dependent on meeting statutory requirements, university requirements, and employing district approval.**

Differences between teachers and administrators were statistically significant. Thus one can be about 99% confident that the differences are not due to chance, but reflect a true difference of opinion.

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Figure 15: Responses to the Statement

"Teacher certification should be limited to individuals who at minimum have completed a four-year college degree which includes core professional education courses"

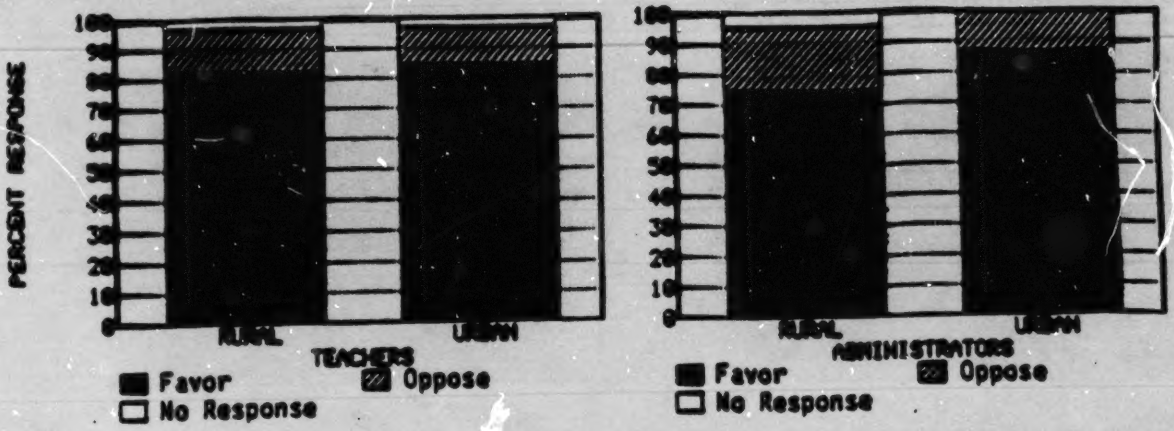
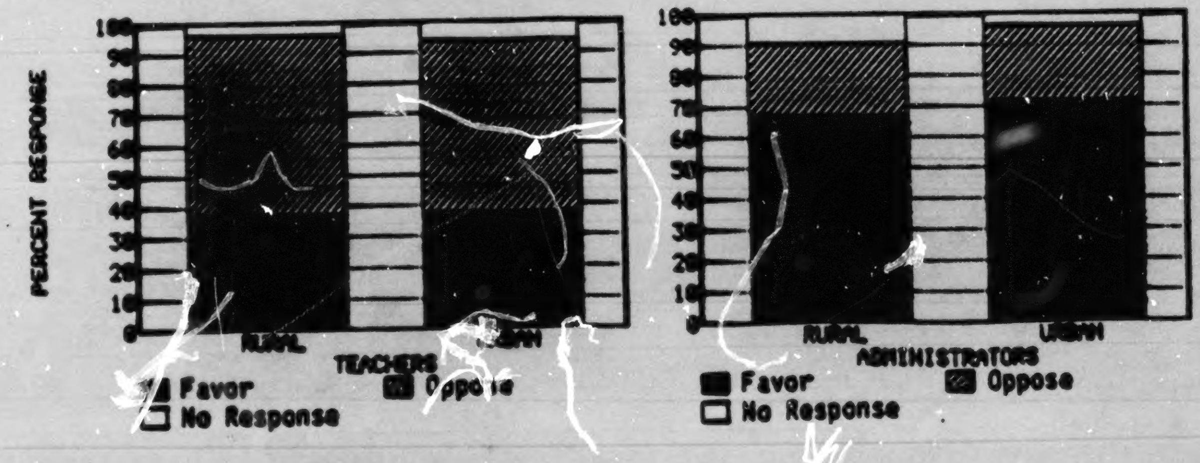


Figure 16: Responses to the Statement

*"The Department of Education should explore a two-step teacher certification process"



*Significant difference between teachers and Administrators (at .01 level) See Graph 16.1

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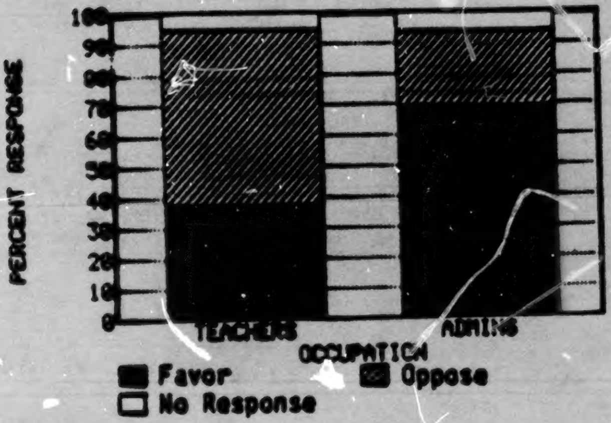
Figure 16.1: Significant difference between teachers and administrators



Statement 17: As a condition of qualifying for recertification, teachers and administrators should be required to take professional courses focusing only on their area of endorsed responsibility or next logical career-ladder step.

Again teachers and administrators demonstrated clear differences of opinion. Overall, 70.4% of teachers oppose this idea, while 56.1% of administrators favor the notion. 69.2% of rural teachers and 71% of urban teachers oppose the proposed change in recertification course requirements. 53.9% of rural administrators and 56.9% of urban administrators favor this proposed change. See Figure 17.1.

This observed difference is significant at or beyond the .01 level, based upon an observed "t" value of 8.35.

> **Teachers strongly oppose the notion of requiring coursework for recertification to be focused in their area of endorsed responsibility or next logical career step. By contrast, administrators reported a majority favoring such a focus for recertification coursework. Differences were significant beyond the .01 level. Thus one can be ninety-nine percent confident that true differences of opinion exist between teachers and administrators on this issue.**

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Figure 17: Responses to the Statement

*"As a condition of qualifying for recertification, teachers and administrators should be required to take professional courses focusing only on their area of endorsed responsibility or next logical career ladder step"

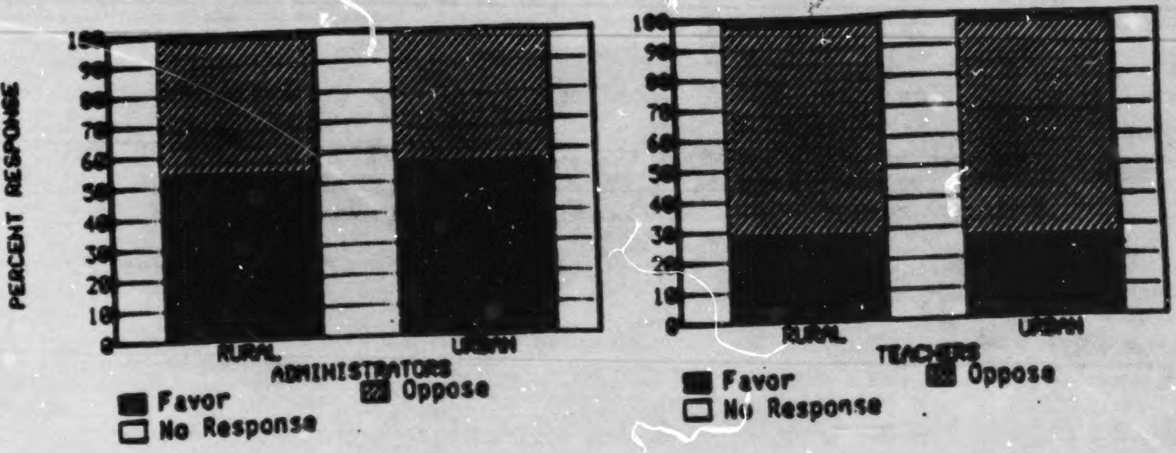
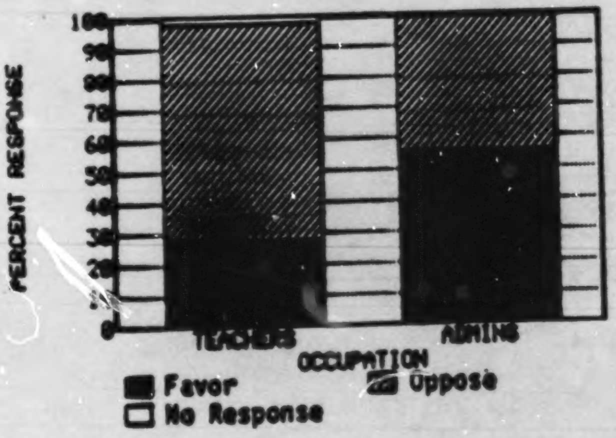


Figure 17.1: Significant difference between teachers and administrators



*Significant difference between teachers and Administrators (at .01 level) See Graph 17.1

Statement 18: The Department of Education should continue with the practice of requiring six credit hours, which can include up to three hours of nonacademic credit, as the basic requirement for renewal of an Alaskan teaching certificate.

Teachers show strong support for the notion of continuing the status quo as far as credit hours for certificate renewal. The majority of administrators also favor maintaining the present requirements. 84.6% of rural teachers, 85% of urban teachers, 67.1% of rural administrators, and 68.8% of urban administrators favor continuing the present practice of requiring six credit hours, which can include up to three hours of nonacademic credit, for renewal of teaching certificates. Please refer to Figure 18.

> Both teachers and administrators favor maintaining the status quo in relation to recency credits for renewal of teaching certificates. Teachers show somewhat greater support than do administrators.

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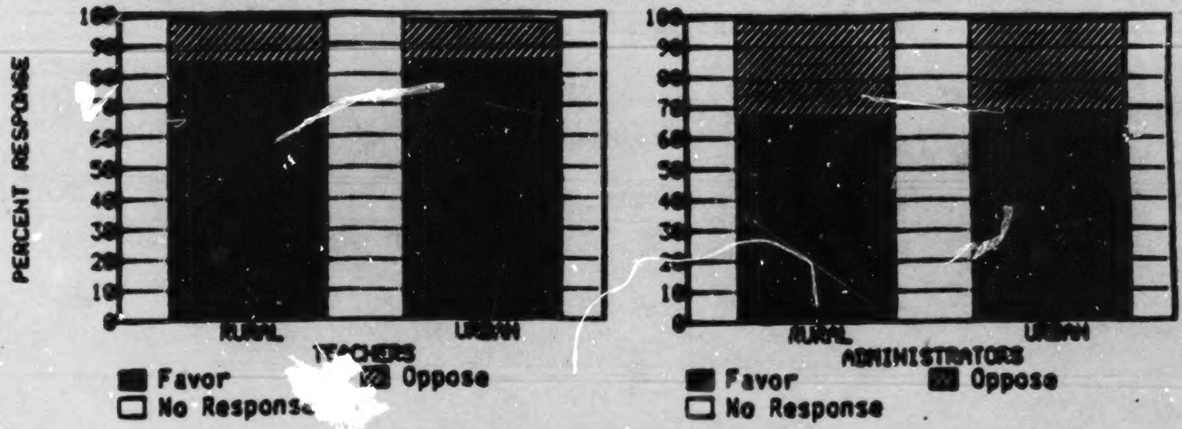

Figure 18: Responses to the Statement

"The Department of Education should continue with the practice of requiring six credit hours, which can include up to three hours of nonacademic credit, as the basic requirement for renewal of an Alaska teaching certificate"

Statement 19: Renewal of the standard certificate should be based upon completion of a Professional Growth Plan which will be signed by both teacher and employer. The Alaska Department of Education would develop general State minimum criteria for the Professional Growth Plan.

Teachers oppose the notion of basing certificate renewal on a Professional Growth Plan. By contrast, rural administrators are evenly split on the issue and urban administrators are fairly strongly supportive of the idea. 70.1% of rural teachers and 72.6% of urban teachers are opposed to this proposal. 48.7% of rural administrators favor the idea and 48.7% of them oppose the notion. Urban administrators, on the other hand, favor the proposal with 66.1% reporting a positive attitude toward the idea. Considered as a group, 71.8% of teacher oppose the notion, while 59.4% of administrators favor it. Please refer to Figure 19.1.

The t-test resulted in a value of 9.96, yielding significance beyond the .01 level. Thus one can be ninety-nine percent confident that the results represent true differences of opinion between groups and not pure chance occurrence.

> Both rural and urban teachers oppose the notion of a Professional Growth Plan for certificate renewal. Urban administrators favor the idea. Rural administrators are evenly split between favoring and opposing the notion. Differences between groups were statistically significant.

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Figure 19: Responses to the Statement

*"Renewal of the standard certificate should be based upon completion of a Professional Growth Plan which will be signed by both teacher and employer. The Alaska Department of Education would develop general State minimum criteria for the Professional Growth Plan"

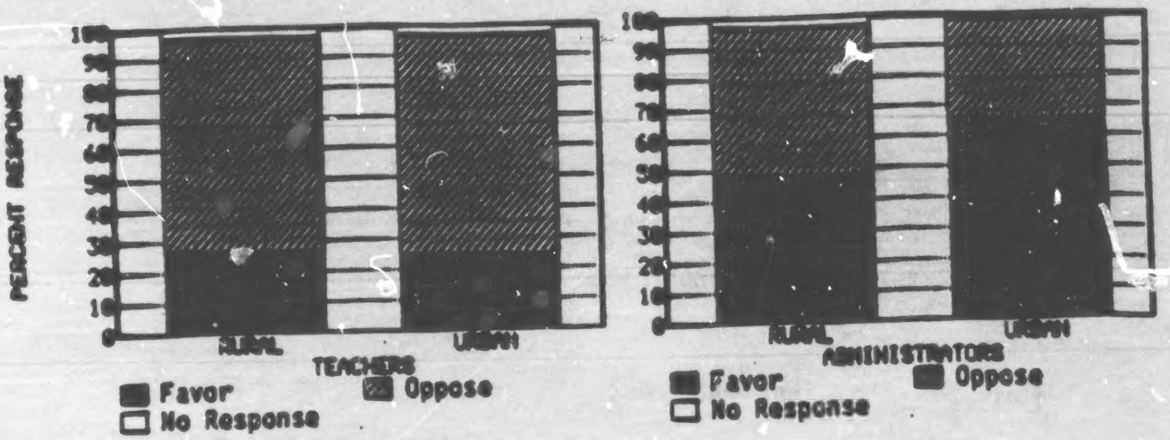
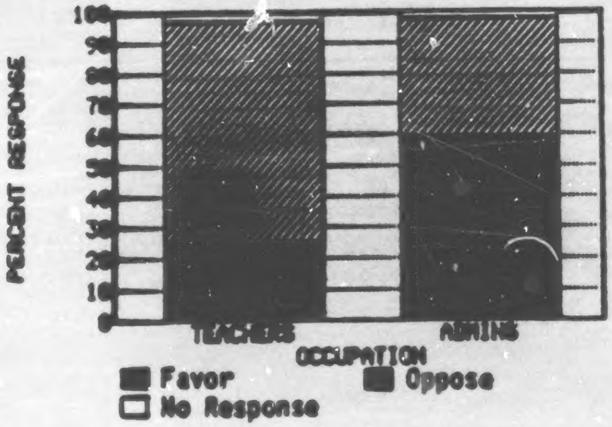


Figure 19.1: Significant difference between teachers and administrators



*Significant difference between teachers and Administrators (at .01 level) See Graph 19.1

Statement 20: Employment and competency standards should be uniform for all teachers and administrators in the State regardless of district or region.

All groups show support for uniformity in employment and competency standards. 74.2% of rural teachers, 68.5% of rural administrators, 73% of urban teachers, and 71.6% of urban administrators responded favorably to this statement. Please refer to Figure 20.

> Teachers and administrators show support for uniformity in employment and competency standards throughout various districts and regions of the State.

Statement 21: The Department of Education should explore the use of teacher competency examinations as an important criteria for initial teacher certification.

The rural and urban teachers who responded to this statement opposed the notion of teacher competency examinations (61.4% and 65.5% respectively). Administrators tended to favor the consideration of teacher competency examinations. 57.9% of rural administrators favor this notion, and 63.3% of urban administrators agree. Considered as a total group, 64.1% of teachers oppose the idea, while 60.4% of administrators favor it. Please see Figure 21.1

The observed value of "t" was 7.0, yielding significance at or beyond the .01 level.

> Teachers uniformly oppose the exploration of teacher competency examinations as an important criteria for initial teacher certification. Administrators, by contrast, tend to favor the notion. Differences between the two groups are statistically significant.

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Figure 20: Responses to the Statement

"Employment and competency standards should be uniform for all teachers and administrators in the state regardless of district or region"

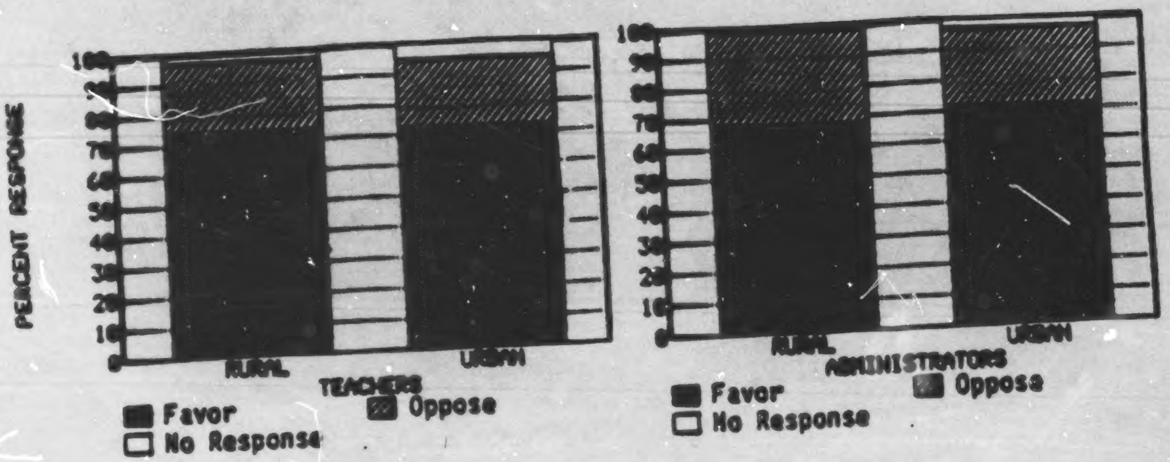

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Figure 21: Responses to the Statement

*"The Department of Education should explore the use of teacher competency examinations as an important criteria for initial teacher certification"

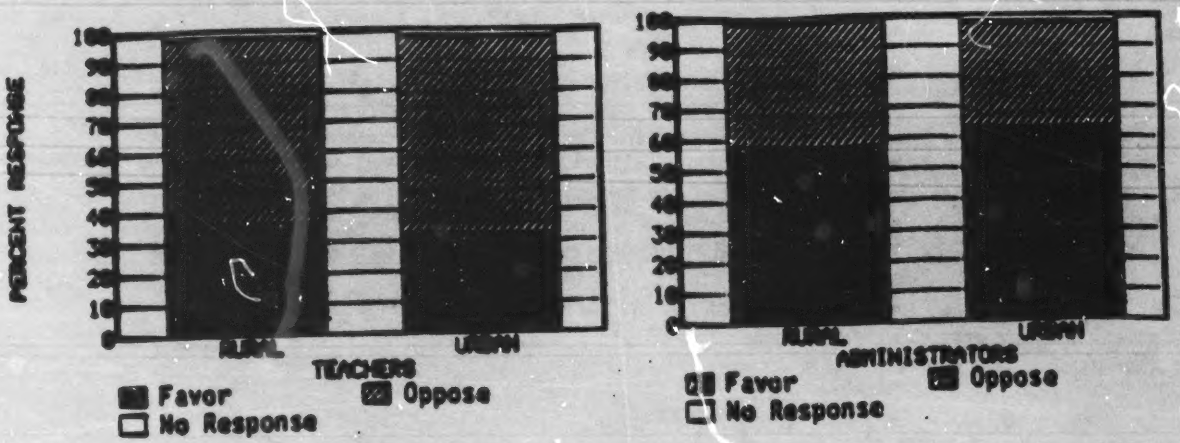
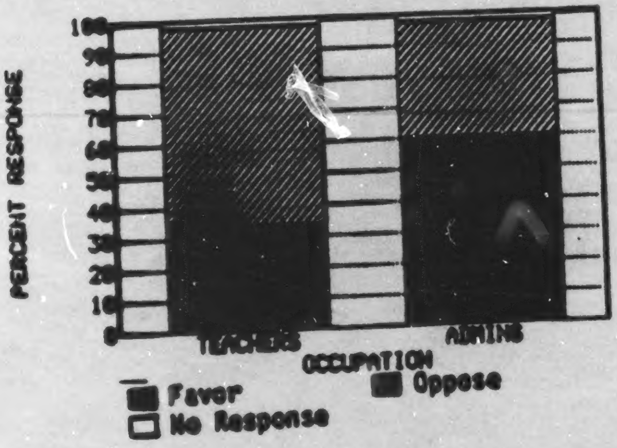


Figure 21.1: Significant difference between teachers and administrators



*Significant difference between teachers and Administrators (at .01 level) See Graph 21.1

Statement 22: The Alaskan Department of Education should seek alternative teaching certificates to the present Type A standard certificate which is valid in all districts.

All groups oppose the notion of an alternative to the present Type A teaching certificate. 65.5% of rural teachers, 56.6% of rural administrators, 65.9% of urban teachers, and 58.7% of urban administrators oppose the idea. Please refer to Figure 22.

> Teachers and administrators uniformly oppose the notion of seeking alternative teaching certificates.

Statement 23: The Department should consider creating two different certificates which would separate rural and urban teaching emphasis and competencies.

Again, all groups showed uniform opposition to separate rural and urban teaching certificates. 82.1% of rural teachers, 81.6% of rural administrators, 80.4% of urban teachers, and 78% of urban administrators oppose the idea of two different certificates. Please see Figure 23.

> Teachers and administrators uniformly oppose the notion of creating two different certificates for rural and urban teachers.

Statement 24: As a means of promoting reciprocity for certification of teachers and administrators, Alaska standards should be modified with the goal of achieving comparability in teacher preparation programs among the various states.

All groups agree with the notion that Alaska standards of teacher certification should be modified with the goal of achieving comparability in teacher preparation programs among the various states. 68.4% of rural teachers, 57.9% of rural administrators, 58.4% of urban teachers, and 73.4% of urban administrators favor this notion. Please see Figure 24.

> Teachers and administrators alike favor the notion of promoting reciprocity for certification of teachers and administrators between Alaska and other states.

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22. "The Alaska Department of Education should seek alternative teaching certificates to the present Type A standard certificate which is valid in all districts"

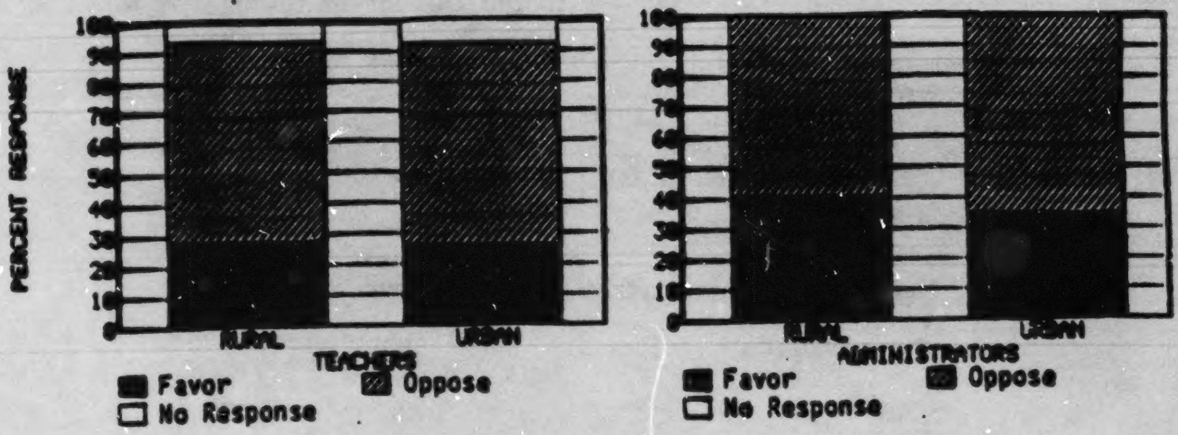

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Figure 23: Responses to the Statement

"The Department should consider creating two different certificates which would separate rural and urban teaching emphasis and competencies"

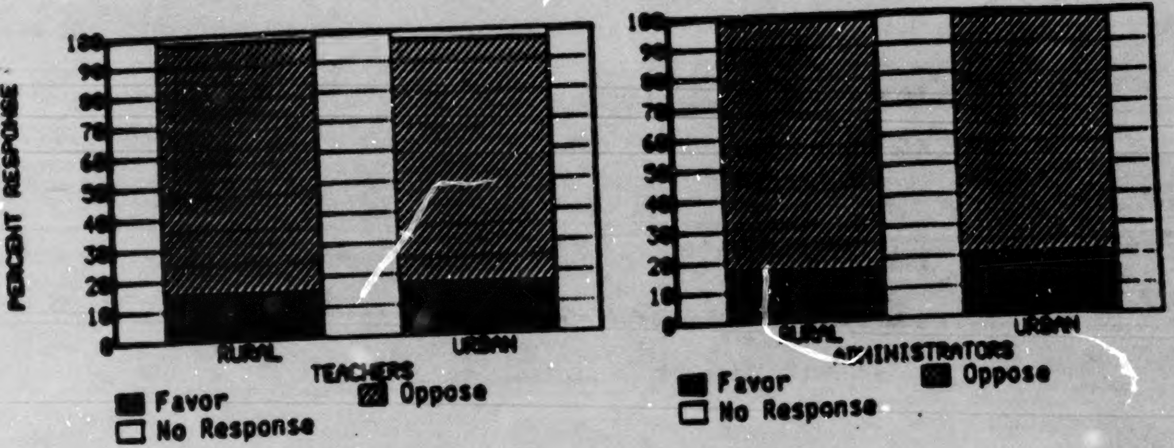
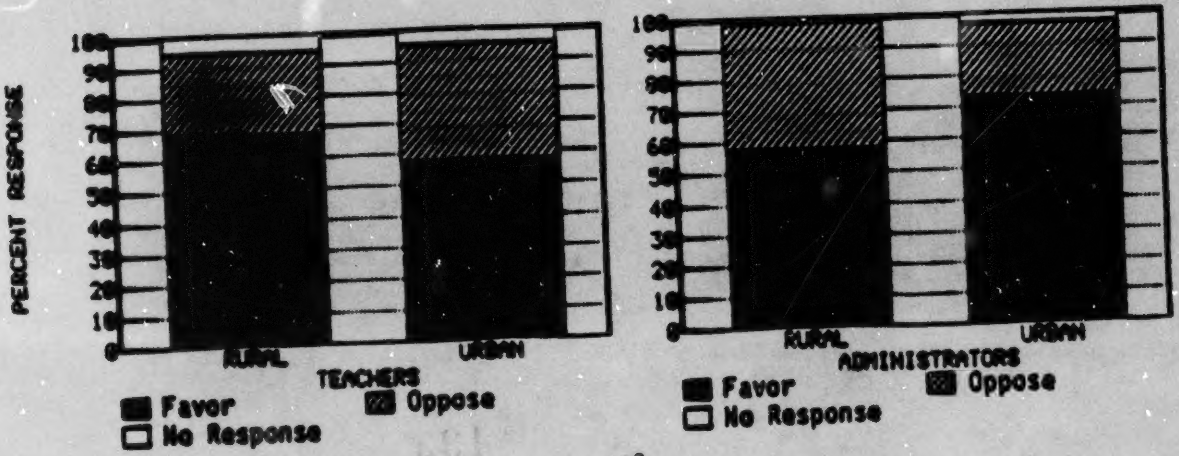


Figure 24: Responses to the Statement

"As a means of promoting reciprocity for certification of teachers and administrators, Alaska standards should be modified with the goal of achieving comparability in teacher preparation programs among the various states"



Statement 25: Meeting the educational standards within our own State is more important than striving for reciprocity between states.

All groups place a priority on meeting educational standards within Alaska over striving to achieve reciprocity between states. 68.4% of rural teachers, 72.4% of rural administrators, 73% of urban teachers, and 75.2% of urban administrators favor placing a priority on internal Alaskan standards over reciprocal arrangements with other states. Please refer to Figure 25.

> **All groups place a priority on meeting Alaskan educational standards over striving to achieve reciprocity with other states.**

Statement 26: Although the Department of Education uses institutional endorsement solely as the basis for issuance of an initial teaching certificate, the Department should explore modification of this policy to meet the unique teaching needs of the State.

Rural teachers and urban teachers are approximately split on this issue. 49.5% of rural teachers and 43% of urban teachers favor the notion. By contrast, the administrators tend to favor the idea. 59.2% of rural administrators and 60.6% of urban administrators favor exploring modification of the institutional endorsement policy. Differences between the teachers and administrators were significant at or beyond the

.01 level, based upon the "t" value of 2.91. Please see Figure 26.1

Teachers are divided on this issue. Administrators tend to favor modification of the policy of depending solely on the institutional endorsement for issuance of initial teaching certificates. Differences between teachers and administrators were significant.

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Figure 25: Responses to the Statement

"Meeting the educational standards within our own state is more important than striving for reciprocity between states"

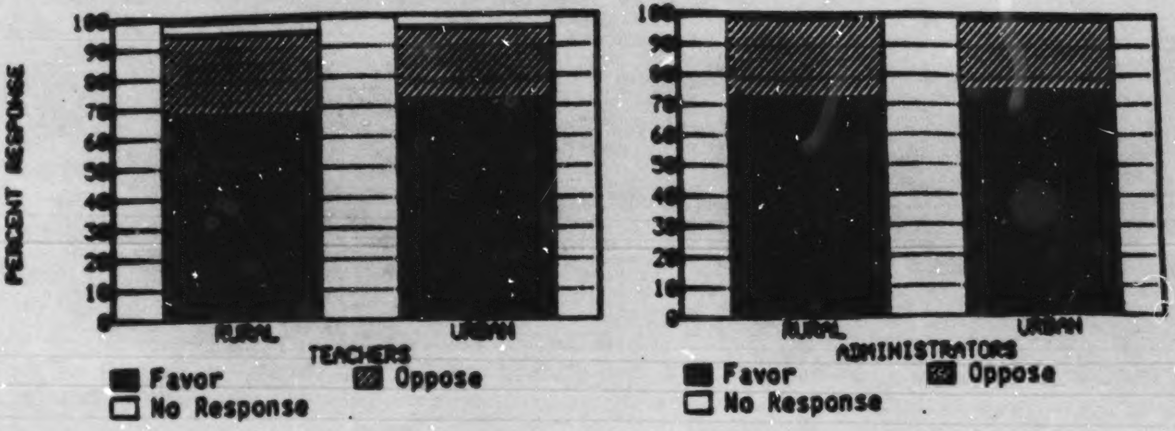
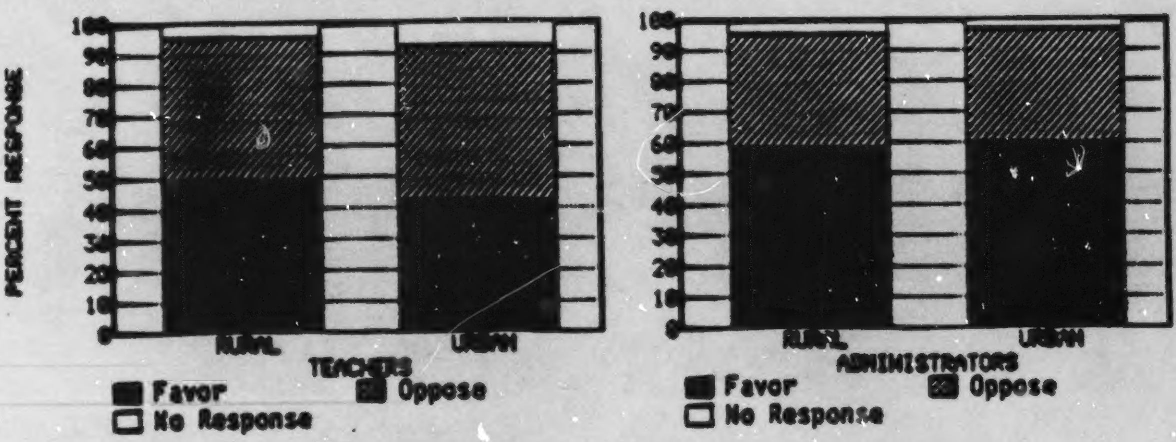


Figure 26: Responses to the Statement

*"Although the Department of Education uses institutional endorsement solely as the basis for issuance of an initial teaching certificate, the Department should explore modification of this policy to meet the unique teaching needs of the state"



*Significant difference between teachers and Administrators (at .01 level) See Graph 26.1

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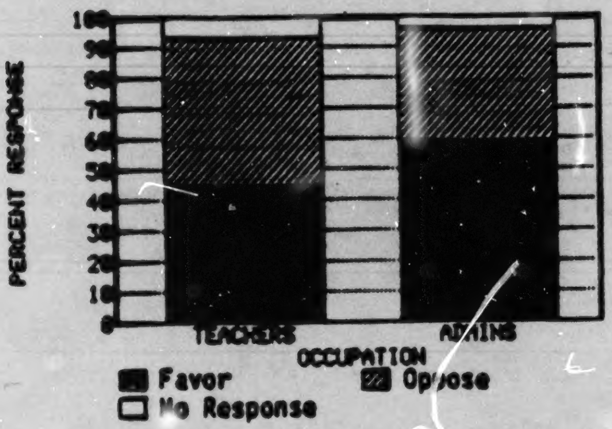
Figure 26.1: Significant difference between teachers and administrators



Statement 27: The Department of Education should establish specific credit requirements for subject matter or other skill areas as criteria for issuing certification endorsements.

All groups favor the notion of establishing specific credit requirements for subject matter endorsements. 60.9% of rural teachers, 68.4% of rural administrators, 59.1% of urban teachers, and 76.1% of urban administrators demonstrate a positive attitude toward this change. Please see Figure 27 for a graphic display of this data.

> Teachers and administrators favor the establishment of specific credit requirements for subject matter or skill area endorsement.

Statement 28: Since neither State law nor regulations require teaching assignments to be related to certification endorsements, to ensure the integrity and quality of teaching, the Department of Education should strongly urge employing school districts to make every effort to assign teachers according to their major, or minor, areas of preparation as indicated on their certificates.

There is overwhelming support for the notion of strongly urging employment of teachers in their areas of specialization. 85.3% of rural teachers, 88.2% of rural administrators, 90.4% of urban teachers, and 94.5% of urban administrators favor this proposal. Please see Figure 28.

Teachers and administrators alike show overwhelming support for the Department of Education strongly urging employing districts to assign teachers according to their areas of expertise, as indicated on their certificates.

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Figure 27: Responses to the Statement

"The Department of Education should establish specific credit requirements for subject matter or other skill areas as criteria for issuing certification endorsements"

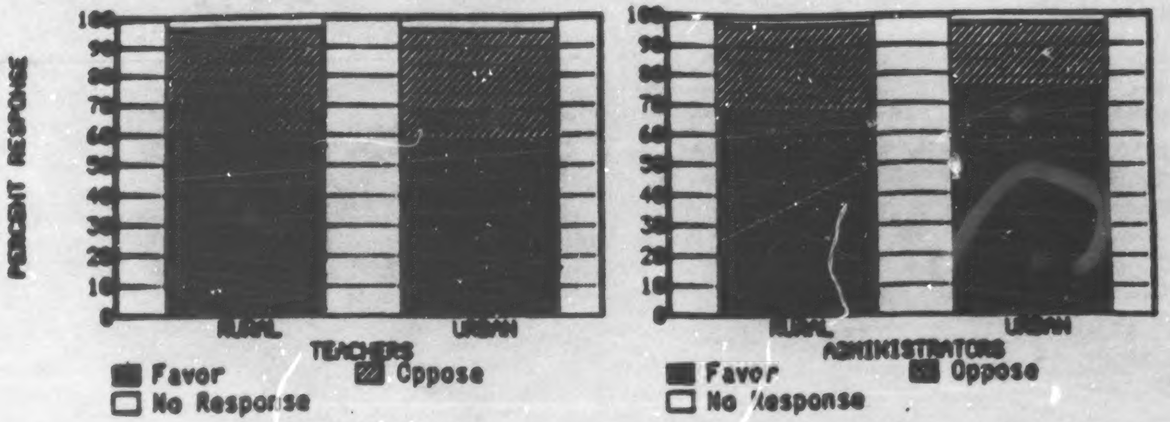
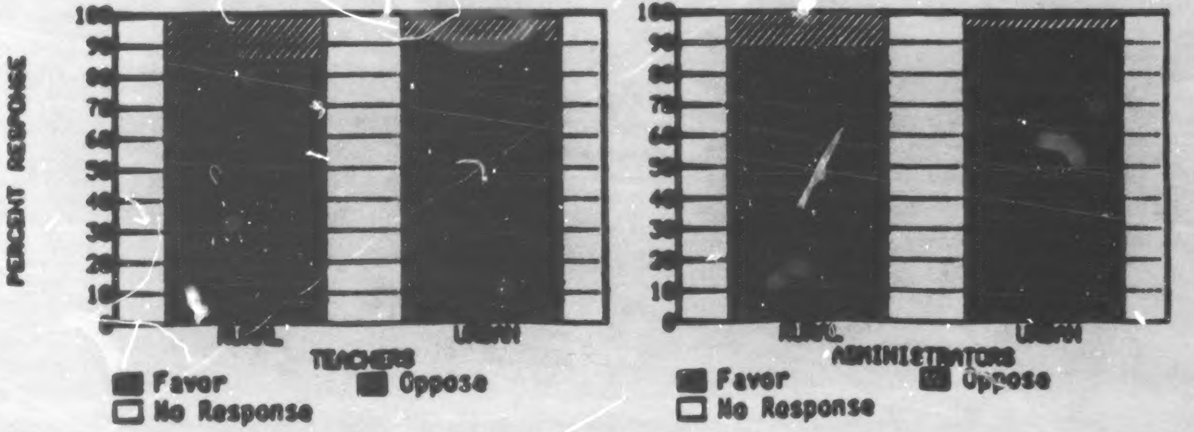


Figure 28: Responses to the Statement

"Since neither state law nor regulations require teaching assignments to be related to certification endorsements, to ensure the integrity and the quality of teaching, the Department of Education should strongly urge employing school districts to make every effort to assign teachers according to their major, or minor, areas of preparation as indicated on their certificates"



Statement 29: To provide school districts with necessary flexibility, the Department should continue to issue two types of Letters of Authorization: Type I, "Recognized Expert" and Type II, "Emergency".

All groups show some support for the notion of maintaining the Type I and Type II Letters of Authorization. Administrators seem to be somewhat more supportive of the idea than do teachers. 71.1% of rural administrators and 69.7% of urban administrators favor the notion of maintaining the dual system. Only 55.6% of urban teachers and 60.9% of rural teachers favor the idea. Please refer to Figure 29.

> More than half of all groups support the notion of maintaining the dual system of "Recognized Expert" and "Emergency" certification. Rural and urban administrators are the strongest supporters, while urban teachers show the least favor toward this notion.

Statement 30: The certification of persons for teaching in Alaska schools should continue to be the responsibility of the Alaska State Board of Education and the Department of Education.

All groups show strong support for continued vesting of responsibility for certification in the State Board and Department of Education. 87.7% of rural teachers, 96.1% of rural administrators, 79.1% of urban teachers, and 94.5% of urban administrators favor continuing the status quo. Support for continuing the present system is strongest among administrators in the State. Please see Figure 30.

> Teachers and administrators alike show strong support for continuing the status quo concerning responsibility for certification of teachers in Alaska. Administrators are particularly strongly in favor of continuing the present system.

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Figure 29: Responses to the Statement

"To provide school districts with necessary flexibility, the Department should continue to issue two types of Letters of Authorization: Type I: 'Recognized Expert,' and Type II: 'Emergency'"

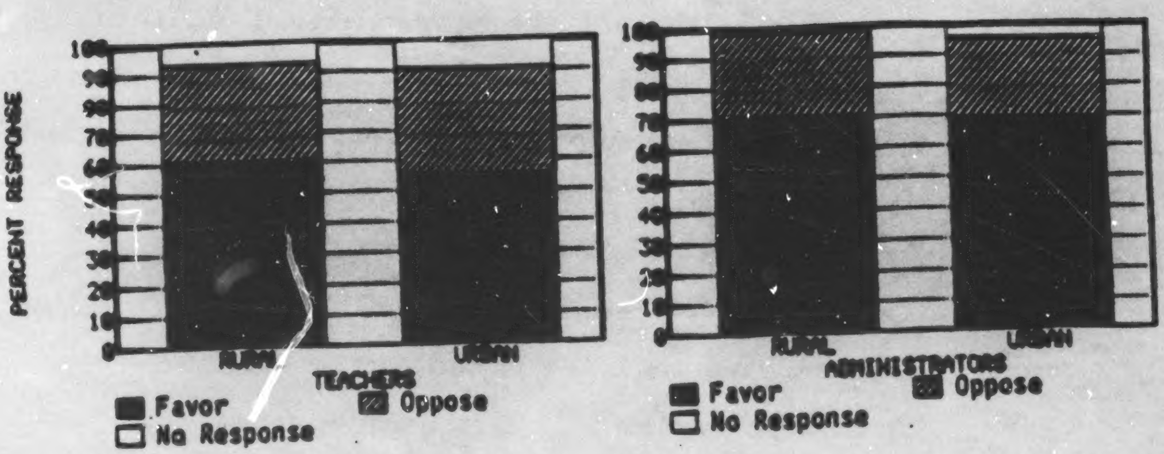
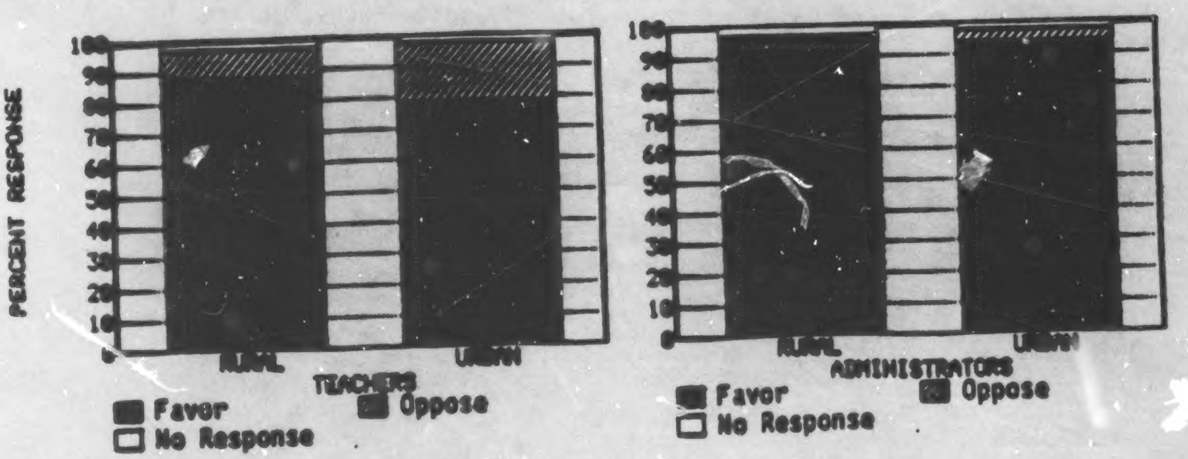


Figure 30: Responses to the Statement

"The certification of persons for teaching in Alaska schools should continue to be the reponsibility of the Alaska State Board of Education and the Department of Education"



Statement 31: The Department of Education should consider establishing an advisory commission with cross-sectional representation of educators to aid in the process of teacher certification.

All groups also support the notion of an advisory commission to aid in setting policy and procedures related to teacher certification. 69.2% of rural teachers, 67.1% of rural administrators, 62.1% of urban teachers, and 70.6% of urban administrators favor the idea of a commission to advise the State Board and Department of Education on certification issues. Please see Figure 31.

> Approximately two-thirds of teachers and administrators favor the notion of establishing a cross-sectional commission to advise the Department of Education and State Board on issues related to teacher certification.

Statement 32: The State Board of Education should consider the establishment of a separate State Commission to license educators. Membership would be made up of practicing certified teachers, school administrators, and representatives from the lay public. This commission would have the full authority to handle all aspects of certification, including revocation.

Teachers show a small margin of support for this idea. However, administrators show a small margin opposing the notion. 51.6% of rural teachers and 52.1% of urban teachers favor the establishment of a separate State Commission to license educators. 53.9% of rural administrators and 52.3% of urban administrators oppose the notion. Please see Figure 32.1

When the data were subjected to the t-test, a value of -3.01 was observed for "t". This value of "t" is significant at or beyond the .01 level, indicating that the differences between teachers and administrators are unlikely to be due to chance.

> Teachers show a slight margin of support for a separate State Commission to license educators, while administrators show a slight margin toward opposition of the idea. Differences between teachers and administrators are statistically significant and thus unlikely to be due to chance.

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Figure 31: Responses to the Statement

"The Department of Education should consider establishing an advisory commission with cross-sectional representation of educators to aid in the process of teacher certification"

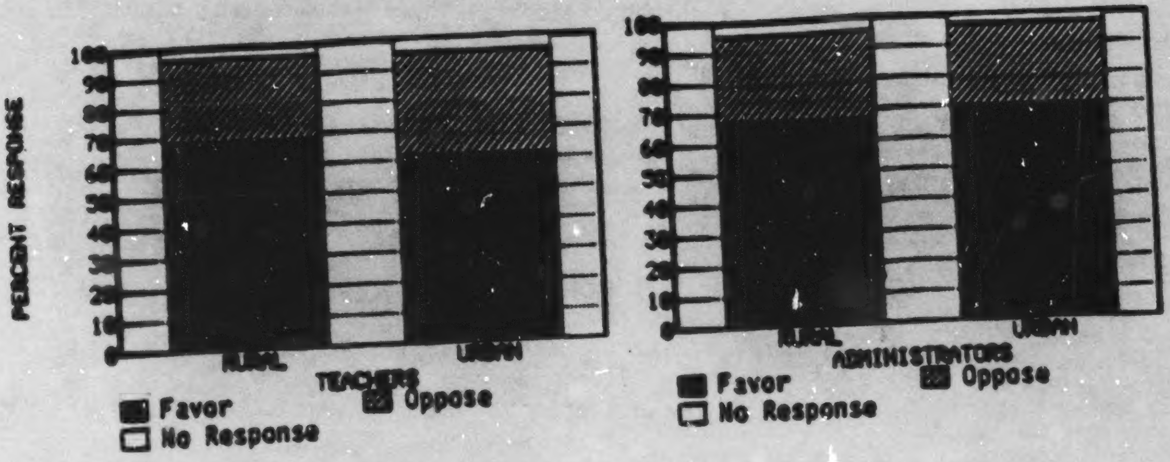
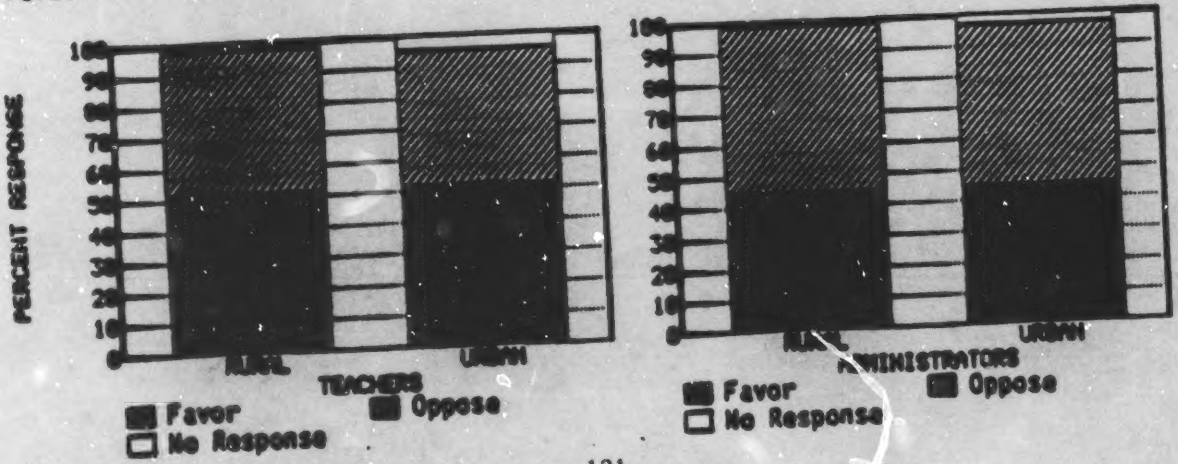


Figure 32: Responses to the Statement

*"The State Board of Education should consider the establishment of a separate State Commission to license educators. Membership would be made up of practicing certified teachers, school administrators, and representatives from the lay public. This commission would have the full authority to handle all aspects of certification, including revocation"



*Significant difference between teachers and Administrators (at .01 level) See Graph 32.1

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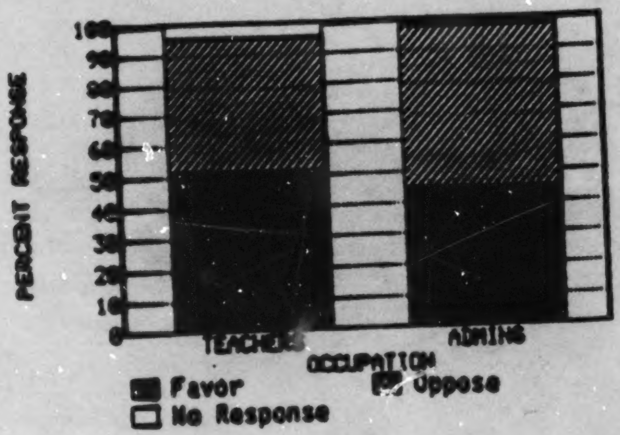
Figure 32.1: Significant difference between teachers and administrators



Teacher Education and Certification
Climate Survey

This survey is your personal opportunity to help strengthen the teaching profession in Alaska. As part of a State Board of Education review of teacher training in Alaska, the Department of Education has been asked to survey individual educators, professional teacher organizations, school administrator groups, local boards of education, parent groups, and others.

We need your opinions. If you had to make the decision, what would you do about: selecting teacher candidates, requirements for entry into the teaching profession, and on-the-job skills?

The attached questionnaire will give you a chance to tell us. We know many of the questions are conceptual in nature, but we are looking for ideas. If you feel you cannot adequately respond to a question, please leave it blank. It will not be counted. The questionnaire should take less than 15 minutes to complete.

There are no right or wrong answers. The DELPHI process will be used to compare your responses to all others. All data will be aggregated in the final report. At no time will your response be revealed by name or school location.

Unlike other research techniques, this one will give you a chance to change your earlier response on a second or third go-around.

If you wish to participate in the second go-around, print your name and address on the enclosed label. Please do not peel the label off the backing. Place the label with your completed questionnaire in the enclosed postage-paid envelope, and drop it in the mail within three days after receiving it.

If you do not wish to participate in the second go-around, simply don't send us your name and address. However, we would appreciate your completing the first round of the survey. First responses from a large number of Alaskans are most important for establishing a data base.

Thank you for your cooperation. We look forward to receiving your responses.

Sincerely,

Richard L. Spaziani

Richard L. Spaziani
Deputy Director
Educational Program Support Division

I am: (Check only one)
Teacher____________
Teacher Aide_________
School Administrator__

Location: (Check One)
Rural/REAA________
Borough/City School District__________

Directions

1. Place a ✓ or x in the column that most closely reflects your best response to each item.

2. If you wish to participate in the second round, please print your name and address on the enclosed label and return it with your completed questionnaire.

Do not remove label from backing

	1. Strongly agree	2. Agree	3. Agree with reservation	4. Disagree with reservation	5. Disagree	6. Strongly Disagree
1. The following education agencies should take a leadership role in attracting persons into the teaching profession.						
a. Department of Education						
b. University of Alaska						
c. Private Institutions of Higher Education						
d. Local education agencies						
e. Other: ______________________ 2. The Alaska Department of Education should become actively involved in screening prospective teacher candidates seeking initial employment in Alaska schools.						
3. A screening system should include testing and other evaluative procedures for assessing qualities needed by those wishing to become employed as teachers and administrators in Alaska.						
4. Minimum grade point averages (GPA) and/or academic standards should be required for entry into Alaskan teacher preparation programs.						
5. Minimum GPA and/or academic standards should be required by the Department of Education prior to issuance of the initial teaching certificate.						
6. In addition to the GPA and academic standards noted above, the Alaska Department of Education should consider confirmation of communication skills, teaching skills, interpersonal and management skills, prior to issuance of: a. Initial teaching/administrative certificate						
b. Certificate renewal						

Directions

1. **Place a ✓ or x in the column that most closely reflects your best response to each item.**

2. **If you wish to participate in the second round, please print your name and address on the enclosed label and return it with your completed questionnaire.**

Do not remove label from backing

	1. Strongly agree	2. Agree	3. Agree with reservation	4. Disagree with reservation	5. Disagree	6. Strongly Disagree
7. Criteria for initial teacher certification should include consideration of the areas below. Each of the items listed would be designed to assess whether or not persons are ready to teach:						
a. Training program admission standards of preparing institution						
b. Student performance in training program						
c. Subject area competence						
d. Teaching competence						
e. Other ______________________						
8. Persons enrolled in elementary or secondary teacher preparation programs should have liberal arts training and should be given an opportunity to acquire a balanced teacher preparation program. A generalization is made that current programs of teacher preparation, for elementary teachers in particular, tend to require students to overgeneralize; comparable programs for secondary teacher training tend to require students to over-specialize in subject matter areas.						
9. Teacher preparation programs should be modified to provide for an increase in the amount of time allotted to:						
a. the learning of teaching skills						
b. evaluation of the student teacher by those who are competent to do so, including local school staff						
c. cross-cultural education						
d. areas which make teaching in some Alaskan schools a unique experience, i.e. rural/isolated schools						

Directions

1. **Place a ✓ or x in the column that most closely reflects your best response to each item.**

2. **If you wish to participate in the second round, please print your name and address on the enclosed label and return it with your completed questionnaire.**

Do not remove label from backing

10. The Alaska Department of Education should earmark financial aid to highly able, full-time college students who are committed to teaching careers in the state's public schools.

11. Policies for changing and approving programs of teacher preparation should be accomplished through cooperative efforts between the following groups:

    a. Alaska Department of Education

    b. Institutions of higher education

    c. Local school districts

    d. Others______________________________

12. Policies noted in Item No. 11. should include implementation of a system of program approval for competency-based teacher preparation programs.

13. The State Board of Education should support alternative teacher preparatory programs but not decrease standards.

14. The Alaska Department of Education should develop alternative approaches to certifying persons who do not presently hold a teaching certificate and desire to enter the teaching profession **provided** they actively take part in planned summer teacher training programs, fifth-year teacher training programs, or specially designed in-service training activities.

    Several options for earning teacher certification credits can be made available, including: work experience in other than education, or validated competency measures used as a means of qualifying for teacher/administrator certification. These options would be available to college graduates from all institutions of higher education to encourage the recruitment of certain specialty fields into the teaching profession.

	1. Strongly agree	2. Agree	3. Agree with reservation	4. Disagree with reservation	5. Disagree	6. Strongly Disagree
10						
11						
a						
b						
c						
d						
12						
13						
14						

Directions

1. **Place a ✓ or x in the column that most closely reflects your best response to each item.**
2. **If you wish to participate in the second round, please print your name and address on the enclosed label and return it with your completed questionnaire.**

Do not remove label from backing

	1. Strongly agree	2. Agree	3. Agree with reservation	4. Disagree with reservation	5. Disagree	6. Strongly Disagree
15. Teacher certification should be limited to individuals who at a minimum have completed a four-year college degree which includes core professional education courses.						
16. The Department of Education should explore a two-step teacher certification process. For example, candidates with an undergraduate degree entering the profession in Alaska would be issued a three-year provisional certificate. After meeting state statutory requirements, university academic and teaching requirements, and upon recommendation of the employing school district, the candidate would be eligible to receive the regular certificate, which would be good for five years.						
17. As a condition of qualifying for recertification, teachers and administrators should be required to take professional courses focusing only on their area of endorsed responsibility or next logical career ladder step. (Refer to 19 below)						
18. The Department of Education should continue with the practice of requiring six credit hours, which can include up to three hours of nonacademic credit, as the basic requirement for renewal of an Alaskan teaching certificate.						
19. Renewal of the standard certificate should be based upon completion of a *Professional Growth Plan* which will be signed by both teacher and employer. The Alaska Department of Education would develop general State minimum criteria for the *Professional Growth Plan*.						
20. Employment and competency standards should be uniform for all teachers and administrators in the state regardless of district or region.						

Directions

1. Place a ✓ or x in the column that most closely reflects your best response to each item.

2. If you wish to participate in the second round, please print your name and address on the enclosed label and return it with your completed questionnaire.

Do not remove label from backing

	1. Strongly agree	2. Agree	3. Agree with reservation	4. Disagree with reservation	5. Disagree	6. Strongly Disagree
21. The Department of Education should explore the use of teacher competency examinations as an important criteria for initial teacher certification.						
22. The Alaska Department of Education should seek alternative teaching certificates to the present Type A standard certificate which is valid in all districts.						
23. The Department should consider creating two different certificates which would separate rural and urban teaching emphasis and competencies.						
24. As a means of promoting reciprocity for certification of teachers and administrators, Alaska standards should be modified with the goal of achieving comparability in teacher preparation programs among the various states.						
25. Meeting the educational standards within our own state is more important than striving for reciprocity between states.						
26. Although the Department of Education uses institutional endorsement solely as the basis for issuance of an initial teaching certificate, the Department should explore modification of this policy to meet the unique teaching needs of the state.						
27. The Department of Education should establish specific credit requirements for subject matter or other skill areas as criteria for issuing certification endorsements.						

Directions

1. **Place a ✓ or x in the column that most closely reflects your best response to each item.**

2. **If you wish to participate in the second round, please print your name and address on the enclosed label and return it with your completed questionnaire.**

Do not remove label from backing

28. Since neither state law nor regulations require teaching assignments to be related to certification endorsements, to ensure the integrity and the quality of teaching, the Department of Education should strongly urge employing school districts to make every effort to assign teachers according to their major, or minor, areas of preparation as indicated on their certificates.

29. To provide school districts with necessary flexibility, the Department should continue to issue two types of Letters of Authorization: Type I: "Recognized Expert," and Type II: "Emergency."

30. The certification of persons for teaching in Alaska schools should continue to be the responsibility of the Alaska State Board of Education and the Department of Education.

31. The Department of Education should consider establishing an advisory commission with cross-sectional representation of educators to aid in the process of teacher certification.

32. The State Board of Education should consider the establishment of a separate State Commission to license educators. Membership would be made up of practicing certified teachers, school administrators, and representatives from the lay public. This commission would have the full authority to handle all aspects of certification, including revocation.

1. Strongly agree	2. Agree	3. Agree with reservation	4. Disagree with reservation	5. Disagree	6. Strongly Disagree

Thank you for your time.

Alaska Department of Education